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CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN. GUIDES TO SPECIAL EDUCATION IN NORTH DAKOTA, II.

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NORTH DAKOTA STATE DEPT. OF PUB. INSTR., BISMARCK

PUB DATE

65

EDRS PRICE MF-\$0.75 HC-\$6.20 153P.

DESCRIPTORS- *CURRICULUM GUIDES, *SPECIAL EDUCATION, *ADMINISTRATOR GUIDES, *EDUCABLE MENTALLY HANDICAPPED, *TEACHING GUIDES, CURRICULUM, EDUCATIONAL EQUIPMENT, EDUCATIONAL OBJECTIVES, INSTRUCTIONAL MATERIALS, JUNIOR HIGH SCHOOLS, MENTALLY HANDICAPPED, PROGRAM ADMINISTRATION, SECONDARY EDUCATION, SENIOR HIGH SCHOOLS, TEACHER CERTIFICATION, WORK EXPERIENCE PROGRAMS, BISMARCK

THIS ADMINISTRATIVE AND CURRICULUM GUIDE IS DIVIDED INTO THREE SECTIONS. THE FIRST SECTION PRESENTS BASIC INFORMATION FOR SCHOOL ADMINISTRATORS AND TEACHERS OF MENTALLY RETARDED CHILDREN. SELECTION CRITERIA, INTELLIGENCE TESTING, ADMINISTRATOR, PARENT, AND TEACHER COOPERATION, THE RETARDED CHILD'S POTENTIAL FOR ACADEMIC ACHIEVEMENT, TEACHING SUGGESTIONS, DAILY SCHEDULES, PROGRESS REPORTS, AND REFERENCE LISTS FOR PARENTS AND TEACHERS ARE DISCUSSED. SECTION TWO PROVIDES DETAILED INSTRUCTIONS FOR PLANNING CLASSES IN THE JUNIOR AND SENIOR HIGH SCHOOLS. EDUCATIONAL GOALS, STAFF AND COMMUNITY ORIENTATION, MANAGEMENT OF THE HOMEROOM (CLASS SIZE, CLASS SPACE, GRADING, PUPIL ELIGIBILITY AND PROMOTION, TEACHER QUALIFICATIONS, AND INTEGRATED ACTIVITIES), AND THE WORK-EXPERIENCE PROGRAM ARE DESCRIBED. A 17-ITEM BIBLIOGRAPHY IS INCLUDED. THE LAST SECTION PRESENTS CURRICULUM OBJECTIVES, INSTRUCTIONAL MATERIALS, AND SUGGESTIONS FOR CITIZENSHIP, SOCIAL STUDIES, ARITHMETIC, COMMUNICATION SKILLS, SCIENCE, PHYSICAL EDUCATION, MUSIC, ARTS AND CRAFTS, SHOP, HOME MAKING, AND DRIVER EDUCATION. BIBLIOGRAPHIES ARE PROVIDED FOR ALL CURRICULUM AREAS. SAMPLE FORMS ARE INCLUDED. (RS)

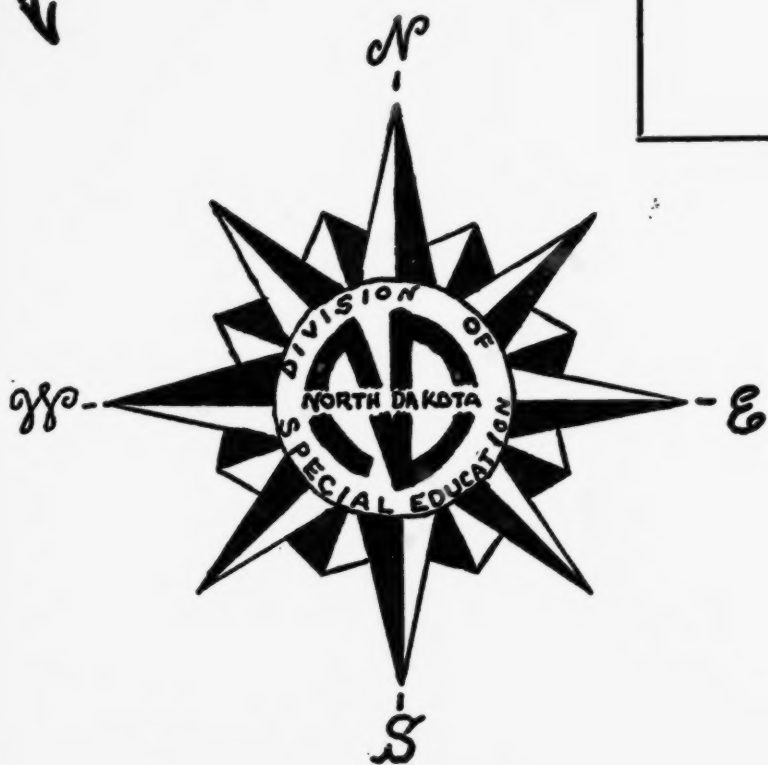
Guides To Special Education In North Dakota



II. Classes for Educable Mentally Handicapped Children

a. Organization of Classes

b. Curriculum Suggestions for Classes in Elementary and Secondary Schools



DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
BISMARCK, NORTH DAKOTA

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GUIDES TO SPECIAL EDUCATION
IN NORTH DAKOTA

II. Classes for Educable
Mentally Handicapped
Children

Revised 1965

Edited by Janet M. Smaltz, Director of Special Education
DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
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WHY SPECIAL EDUCATION

A community which provides special education opportunities for exceptional children today joins with many others across the state and the nation in reaffirming our democratic belief in the worth of the individual. This belief has under-girded our public education system since its beginning, yet children whose needs could not be served in the regular classroom were at first exempt and excluded.

Gradually, at the beginning of the present century, the new horizons of educational and clinical psychology pointed the way toward inclusion of these children in public school programs. Advances in physical medicine challenged educators to provide the academic and vocational training that would make physical restorations meaningful and useful.

Public school special education is sound and defensible on many counts. For those who prefer financial bases for justification of such programs, it has been shown that the income taxes paid by educated and vocationally trained individuals far outweigh the initial cost of providing them with training. They are no longer recipients of tax dollars, but tax-payers, giving back to the society which gave to them.

Another practical justification for special classes is the easing of crowded classrooms and harrassed teachers. It is impossible for a regular teacher to carry on a well-planned special education program for an exceptional child in an already crowded room and schedule. Actually, the deprivation of the child will be far greater than the frustration of the teacher, yet the latter has practical significance for the climate of the classroom.

It is likewise good business to provide special services which may prevent juvenile problems and wasted manpower. A child who experiences failure in academic work and social relationship at school is apt to be anti-social and destructive in his behavior. Trained in practical use of reading and number skills and guided in vocational choice, he may be a constructive worker in his community.

WHY SPECIAL EDUCATION (continued)

None of these arguments for special education is more important than the basic concept upon which our society is built. Largely inspired by the Christian philosophy of the worth of the individual, our democracy has laid the right of equal opportunity at the door of the humble and the mighty. We have assumed an obligation.

The purpose of the special education program is to modify the "differences" of the disabled child so that he may take advantage of his opportunity for education. In a sense it is not special at all, since it provides the necessary facilities and teaching that will enable the handicapped child to "break even."

The Special Education Division of the State Department of Public Instruction in North Dakota is concerned with exceptional children who have disabilities keeping them from their best school attainment. The division is prepared to assist in the planning and development of special educational services and under law can provide partial financial reimbursement to local schools setting up such programs. The special education law, enacted in 1951, is permissive and looks to the local school board to assess and meet the needs of children in the community. Two or more school districts may participate together in providing special classes, speech therapy or other services. Reimbursement from state special education funds is as generous as possible within the restrictions of the law and the money available.

The law limits per capita instructional costs to \$300.00 and any additional costs including equipment, transportation, and residential care to \$500.00 per capita. Planning of the program and reimbursement has been based on the number of children to be served and the funds made available through the biennial legislative appropriation.

The total number of handicapped school children in North Dakota would be an estimated 12% to 19% or between 18,000 and 28,000 children. These would include children with speech defects,

WHY SPECIAL EDUCATION (continued)

mental retardation, visual and acoustic handicaps, long-term illness, limiting physical handicaps and children who are socially and emotionally maladjusted. All of this group are educable, many average or above average in mental ability.

If we believe that education is essential in order to develop constructive, happy citizens we cannot deny the opportunity to any educable child. The goals for special education are no different from the goals of all educational programs.

1. To develop the ability of the child as far as possible to use the academic skills and tools in our daily life.
2. To develop social responsibility and citizenship.
3. To point the way toward vocational fulfillment and intellectual maturity.

ACKNOWLEDGEMENTS

The Revised Edition (1965) of the Guide for Classes for Educable Mentally Handicapped Children in North Dakota is based on the 1956 edition by Linnea Anderson and Janet Smaltz and the 1961 revision which involved a curriculum committee. Listed below. Major changes in the Revised Edition (1965) are centered around the Work-School Program, Part II.

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PART 1

BASIC INFORMATION FOR SCHOOL ADMINISTRATORS AND TEACHERS



I.Q.



PART I. BASIC INFORMATION FOR SCHOOL ADMINISTRATORS
AND TEACHERS

The first pages of this guide are devoted to general information about the nature of mental retardation, the needs of the children, the basic organizational plan for special classes in the public schools.

If in the process of reading these pages a philosophy of helpfulness and an appreciation of individual differences develops, another less tangible goal of these pages will have been fulfilled.

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WHO ARE THE EDUCABLE MENTALLY HANDICAPPED CHILDREN?

Children with measurable intelligence quotients of 50-80 on individually administered intelligence tests.

Approximately 2% or 3,200 school children in North Dakota are included in this group. This is a conservative estimate.

Many of them are now "sitting through" school with social promotions.

They have lost interest in school because they have failed at every turn in the regular classroom.

Experience shows that these children can learn to read up to their mental age.

Most of them have ability to learn to do practical number work if it is presented concretely and slowly.

Most of them will be useful contributing citizens in their local communities. They are not children who will be institutionalized as mentally deficient.

The educable mentally handicapped child does not develop unacceptable behavior patterns if he is given an opportunity to succeed in school and make satisfactory social adjustment.

There should be no stigma attached to a special class when a child's future happiness depends on it.

Lack of success in reading is, of itself, no indication of mental retardation.

TERMS USED

Educable mentally handicapped refers to the group of children with scores on individually administered intelligence tests in the 50's, 60's, and 70's.

These individuals will achieve some success in academic materials and if no other problems are involved can be expected to be partially or wholly self-supporting in adult life,

Trainable mentally handicapped refers to individuals with measurable ability between 30 and 50 I.Q. These individuals will be dependent on others for support and supervision. They can learn to be self-sufficient in personal care and to conform to simple daily life schedules. These children are not included in the public school classrooms for educable mentally handicapped children.

Mentally retarded is an all-inclusive term used to designate the group of retarded children when not specifically referring to any particular level of ability. It is a good general term.

Feeble-minded is a general term, not used in this booklet because of its unfortunate connotations to many people. It refers to the entire group of individuals whose ability falls below normal and is often used to designate the more severely retarded.

Mentally defective or mentally deficient are terms used to differentiate between the mentally handicapped and the more severely limited, usually used in referring to the individuals whose ability is below 50 I.Q.

Slow learner is a term used sometimes to describe children classified as borderline and low normal ability in the regular classroom with ability in the 80 and 90 IQ group. It is also used occasionally as a general descriptive term referring to the educable mentally handicapped as well as the borderline and low normal group.

SUMMARY INFORMATION

CLASSES FOR THE EDUCABLE MENTALLY HANDICAPPED CHILDREN

Organization: 1) 1 school district
2) 2 or more districts cooperating
3) county programs

As in other special education classes, the sponsoring school districts may include children from other school districts and receive payment from that child's home district.

Eligibility of Pupils: Educable mentally handicapped children are those who have educability in the social area and who can learn academic skills at a slower rate. They may never achieve high proficiency in their skills but they may be expected to become wholly or partially self-supporting in adult life.

As measured by a battery of intelligence tests these children frequently receive IQ scores in the 50's, 60's, 70's.

A psychometric evaluation by a trained psychologist shall be necessary before enrollment in the special class.

Care should be taken not to confuse the educationally retarded (those in need of remedial work) or the mentally deficient (those with ability below 50 IQ) with educable mentally handicapped children.

Size of Class: Since a child's rate of learning and academic achievement may vary from that of every other child in the room, many of the daily activities are carried on individually.

Six children shall be considered minimum enrollment and 15 children maximum enrollment in the special class.

Equipment: Since the daily curriculum will include manual arts activities it is important that the classroom be large enough to accommodate special equipment, tools, work tables, toys, games, chalkboards, book shelves and storage space.

CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN (con't)

Equipment (continued)

The room should not be segregated in any way from the rest of the school so that play and participation with other classrooms is possible and an accepted practice.

Some special equipment may be needed but may be planned when the ages and abilities of the children are known.

Teacher Qualifications: 1) A valid North Dakota Teachers certificate.

- 2) Two years of successful teaching experience in the regular grades.
- 3) Personal qualifications important to teaching the mentally handicapped.
- 4) At least four quarter hour credits in methods of teaching educable mentally handicapped children.
- 5) Any additional experience required by the school board or the State Superintendent of Public Instruction.

TRANSPORTATION OR FOSTER HOME CARE

Under the special education regulations the local school may request reimbursement for funds expended to assist with transportation or its equivalent not to exceed the amount of \$25.00 per child per month for children who must attend a special class outside of their own school district. This is not available where transportation of other children from the district is accessible and practical for the child under special education nor when attendance in a special class is less than a full school day instructional program.

Reimbursement for transportation will be figured on the basis of distance, necessity and other factors.

The equivalent of transportation may be construed as payment not to exceed \$25.00 per month per child for lodging in the community where the classroom is available. Residences for children shall be in approved foster homes. In all cases the reimbursement is paid only to the sponsoring school district.

TRANSPORTATION OT FOSTER HOME CARE (con't)

In order to qualify for reimbursement for the foster home or transportation payments, the local school board must:

1. Assume responsibility for monthly payment to foster homes or for transportation.
2. Assume responsibility for cooperating with the County Welfare Director in arranging for an approved foster home properly inspected and licensed.
3. Submit plans on licensing, transportation and payment arrangements to the Director of Special Education for pre-approval within three weeks of the beginning of such program.
4. Report on licensed foster homes, transportation costs, payments made to homes, for reimbursement at the termination of the program.

State participation: An approved class for the educable mentally handicapped shall receive state aid in the amount of \$1500.00 per teaching unit for classes serving single school districts, or \$1750.00 for programs planned cooperatively by 2 or more school districts.

Financial assistance may be provided toward the purchase of special instructional equipment which has been pre-approved by the Division of Special Education.

Application
for _____
School Year _____

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

Date _____

APPLICATION FOR SPECIAL EDUCATION
OF EXCEPTIONAL CHILDREN

Application is hereby made by the school board of _____ District No. _____
County of _____ for permission to establish and maintain the following
Special Education Programs provided for by the laws of North Dakota.

I. Special Classes

1. Educable Mentally Handicapped (Teachers must have North Dakota
teaching certificate and special education credential for teaching
educable mentally handicapped children)

Teacher's name	Enrollment
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If any of these classes are to be other than full day classes,
please describe.

2. Classes for Physically Handicapped (Teacher must have North Dakota
teaching certificate and special education approval)

Do not apply for approval of programs of individual instruction here.
See 4 below.

_____ Teacher's name _____ Enrollment _____

3. Other

Type of Class _____ Enrollment _____
Teacher _____

Type of Class _____ Enrollment _____
Teacher _____

4. Programs for Homebound or Hospitalized Children.

Approval of programs for children who are receiving individual
instruction or home-to-school communication system services will
be provided following study of an individual application which
shall be made as the need arises.

The amount of reimbursement will be approved at the beginning
of the program as funds are available. Check below for individual
application forms.

_____ Anticipated number on individual instruction _____

II. Services

1. Speech Therapy (Therapists must have North Dakota teaching certificate and speech therapy credential)

Therapist's name _____

Therapist services shared with other school districts? _____
Which District _____

Total school enrollment (1-12) in your school _____

2. Visiting Counselor to Socially and Emotionally Maladjusted Children
(Visiting counselors must have a North Dakota teaching certificate and have fulfilled specific requirements in graduate training)

_____ Visiting Counselor's name _____

3. Large Type Books for the Partially Seeing

Large type texts will be made available as needed on a free loan basis within the limit of available funds upon approval of the individual application. Request blanks for making application, below.

_____ Application forms _____

4. Transportation or Lodging (Do not apply for both transportation and lodging for the same child. No special education transportation funds are available for either lodging or transportation for children who attend special education classes full-time in their home school districts. Payment for transportation or lodging of children attending special education classes outside their home school district should be requested by the school board which is providing the classroom to which the child is transported or in which the child resides in a foster home.)

- a. Type of transportation to be used: (circle) car cab family

Number of children who will be transported daily _____

A group _____ or Individually _____

- c. Lodging

_____ Number of children who will live in foster homes in the community
in order to attend the special class _____

5. In making this application the school board guarantees that suitable rooms, qualified teachers, and adequate equipment will be provided according to the true intent and meaning of the law and the regulations of the Department of Public Instruction.

6. We request reimbursement from state special education funds as prescribed by the Department of Public Instruction.

(Circle one) Yes No

Superintendent

Clerk

(Do not write in this space)

Amount to be reimbursed by the State \$ _____

Approved by: _____
State Director of Special Education

_____ Amount for individual instruction, transportation and lodging
will be approved separately as requested for individual
children.

Please send us blanks for requesting approval for

- () large print material
- () individual instruction for ill or disabled
- () individual lodging or transportation

Complete three (3) pages of both pink and yellow forms and return both copies to Division of Special Education, Department of Public Instruction, Bismarck. The pink copy will be returned for your files.

Date Approved _____

THE TEACHER

Certainly the attitudes of the teacher toward handicapped children will be important. Impatience or lack of acceptance, shame or fear will show through the teacher's behavior and will have an adverse affect on her teaching.

A successful teacher of a special classroom for educable mentally handicapped children will also need training. Training in child psychology, teaching methods for the elementary curriculum and all the professional courses in education provide the basis from which special class teaching extends. Qualities such as insight into child behavior, patience, understanding and interest in retarded children, ability to recognize small gains, sincerity - all these added to special education training should make a good teacher for the special class.

At present the teacher of the classroom for educable mentally handicapped children is required to have:

1. A valid North Dakota Teaching Certificate
2. Two years of successful teaching in regular classes
3. At least four quarter hours credit in Methods of Teaching Educable Mentally Handicapped Children
4. Personal qualifications important to teaching the mentally handicapped

BASIC CREDENTIAL: The first step in increasing the training required for teachers in this area will be to require the following by September 1, 1965.

1. A valid First Grade Professional North Dakota Teaching Certificate (with training in elementary, junior high or special education) or any valid North Dakota teaching certificate and two years of successful teaching experience in the regular grades or in special education classes for educable mentally handicapped children.
2. 15 quarter hours in special education for teachers of educable mentally handicapped children chosen from the following courses. At least one course from each group must be included:

- Group 1: Mental Hygiene or Psychology of Adjustment or Personality Theory
- Group 2: Methods of Teaching Educable Mentally Handicapped Children (4 quarter hours)
- Group 3: Psychology of Exceptional Children or Education of Exceptional Children Education of Brain Injured Children
- Group 4: a) Student Teaching in a class for educable mentally handicapped children or b) Advanced Seminar (for those with previous teaching experience in a class for retarded children) with an opportunity to work directly with a child or children with specific learning disabilities using projects involving materials and methods. A letter of recommendation from the instructor is required under both plans.
- Group 5: Arts and Crafts in the Public School or for Retarded Children
Remedial Reading
Abnormal Psychology
Introduction to Speech Correction
Principles and Practices of Guidance
Other allied courses (with permission)

Anyone fulfilling the above requirements for the Basic Credential may apply for it at this time.

ADVANCED CREDENTIAL: Those who achieve further proficiency in the field of teaching educable mentally handicapped children through advanced undergraduate or graduate study may apply for the Advanced Credential upon having completed at least 15 additional quarter hours in the following areas:

- Group 1 (4 - 6 qtr. hrs.) Individual Appraisal
Introduction to Clinical Psychology
Individual Testing
Abnormal Psychology
- Group 2 (4 qtr.-hrs.) Education of Brain Injured Children
Children with perceptual Defects
- Group 3 (4 - 6 qtr. hrs.) Manual Skills and Analysis of Job Areas
Occupational Education for Mentally Retarded Children
Guidance for the Handicapped

Group 4 (3 - 6 qtr. hrs.) Additional courses from
Group 5 under Basic
Credential (above).

It is understood that the person applying for the
Advanced Credential shall have completed the requirement
for the Basic Credential and shall have completed the
requirements for the bachelor degree and hold a valid first
professional teaching certificate for North Dakota.

THE CLASSROOM

1. Primary class (ages 6 - 8)

- a. Size - about $1\frac{1}{2}$ times size of regular classroom
- b. Location-elementary school building, ground floor, near other children of same chronological ages
- c. Work counter and sink of appropriate height
- d. Self-contained toilet and lavatory rooms
- e. Drinking fountain
- f. Individual lockers within room area
- g. Electrical outlets on four walls
- h. Built-in storage for teaching materials
- i. Movable waist-room dividers - at least 12 lineal feet
- j. Chalkboard and bulletin board
- k. Individual movable desks
- l. A locked file
- m. Two large work tables of appropriate height
- n. Teaching aids such as: vocabulary and number seat work sets: phonetic drill cards, clock face, blocks, counters, rhythm band instruments, paper punch, finger paints, poster paints, water colors, crayons, easel, scissors, wall chart, hand printing set, floor brush, dust pan, record player, supplementary books, and others
A large mirror - 20" x 40"

2. Intermediate class (ages 9 - 11)

- a. Same as under (1) expect that children who have moved from a primary class may be expected to be more independent in toilet and cleanliness and may use the regular school facilities and be more able to care for coats and overshoes in hall-way facilities or regular locker areas.
- b. More chalkboard space may be needed with this group
- c. Tools for crafts will include:
 - sewing machine (treadle type)
 - looms
 - work bench with vises
 - electric soldering iron
 - tin snips
 - coping saws
 - a typewriter
 - ditto machine
 - oilcloth, yarn, knitting needles, crochet hooks
 - clay, plaster of paris, reed, raffia
 - braces and bits
 - chisels, files, hammers, planes, mallets, saws
 - screw drivers, squares

The Classroom (continued)

- d. Teaching Aids will expand to meet needs:
 - 2 basic reading series
 - 2 remedial series
 - many supplementary reading books
 - encyclopedia and many other items

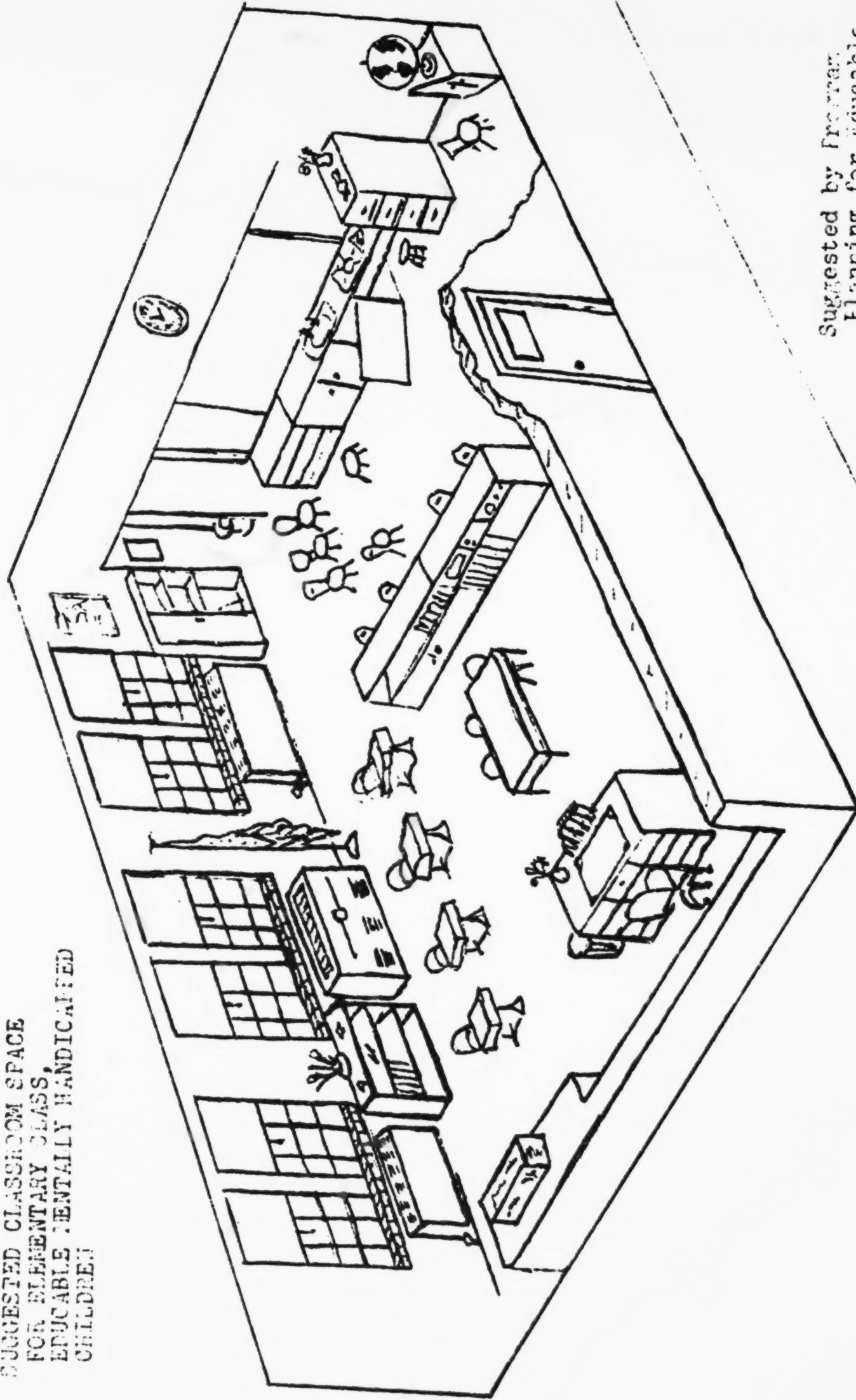
Equipment: Some special equipment may be needed and should be planned after the ages and abilities of the children are known. Equipment, materials and supplies are not a substitute for good planning and should be determined after the curriculum and the program are decided. They may also vary with the teacher's training and skills.

The following list of room equipment may be used as a suggestion of the types of materials which might be used.

- Book cases, cupboards and storage shelves
- Sufficient number of desks or tables in sizes suitable for the children enrolled.
- A filing cabinet - A work table
- 2 work benches and vises of different heights
- A sewing machine (foot power)
- A rectangular loom for hooked rugs
- Small hand looms - A suitable typewriter
- Hand printing set-large type of flash cards
- A dust pan - A floor brush
- An electric soldering iron
- Tin snips - Pliers - Coping saws
- A record player - Adequate book shelves
- A supply of especially selected supplementary reading books
- A ditto machine and supplies
- Counters - Yardstick - Puzzles
- Rhythm band instruments
- Paper punch
- Arts: finger paints, poster paints, water colors, crayons, easel, poster paper, construction paper, scissors
- Crafts: oilcloth, yarn, knitting needles, crochet hooks, clay, plaster of paris, reed and raffia, paint brushes.
- Shop: assorted braces and bits, chisels, lamps, files, hammers, jack plane, mallets, saws, screw driver, squares
- Teaching Aids: vocabulary and number seat work sets, phonetic drill cards, sentence building charts, flash cards, number wheels, clock face, toy money, domino cards, discs for counting, sewing cards.

New teaching aids are being developed by many educational supply companies and these lists may be expanded greatly. If these supplies are already available in the school through regular supply sources or the school shop you may not need to purchase additional supplies for the special class.

SUGGESTED CLASSROOM SPACE
FOR ELEMENTARY CLASS,
EDUCABLE MENTALLY HANDICAPPED
CHILDREN



Suggested by Program
Planning for Educable
Mentally Handicapped
Children, Division of
Special Education, Dept.
of Public Instruction,

SELECTING CHILDREN FOR THE SPECIAL CLASS

Only within the last ten or fifteen years has there been general interest among laymen in the area of the mentally retarded citizen. Concern was previously limited to providing custodial institutions for the severely mentally deficient. The interest in the retarded child has been sparked by the accumulating evidence that much can be done to help the mentally retarded to become worthy, constructive citizens rather than objects of neglect and pity. Not a small part of this change in attitude is due to the early experiments in education for this group which were begun as public school programs in the 1920's and 1930's in some eastern and mid-western states.

Causes of Mental Retardation:

Much study and research is being done and more will be needed before all of the causes of mental retardation will be understood. However, a number of causes are well-established at present and in specific cases it is often possible to know with some certainty what the causal factors were.

It is important for educators to be aware of the etiological factors of mental retardation and the results of studies in this field. Some of the prejudice against mentally retarded children and adults has its basis in lack of information. A teacher of mentally handicapped children should read the chapters on etiology in any of the general texts listed in the bibliography on page .

It is important that the school administrator and teacher re-examine their information and focus realistically on the fact that retardation is not the parents "fault" and that they must not be punished for having a retarded child-either intentionally or through neglect or reluctance on the part of the school and community to help them in their concern for the child.

SELECTING CHILDREN FOR THE SPECIAL CLASS (continued)

When we examine the causes listed below we can readily see that any family may have the misfortune of having a mentally handicapped child.

- A. Brain injuries
 - 1. birth injury
 - 2. hydrocephalus
 - 3. cerebral anoxia
 - 4. infectious disease
 - 5. trauma (injury)
- B. Physiological Disturbances (Pre-natal)
 - 1. German measles during pregnancy
 - 2. Rh incompatibility between blood of mother and fetus
 - 3. Glandular defects resulting in mongolism and cretinism.
 - 4. Phenylketonuria
- C. Hereditary and Cultural Factors

Authorities disagree as to the importance of heredity in mental retardation. It seems certain that mental defect may be transmitted through the germ plasm, but the incidence may be much less than formerly believed.

Home environment has a significant bearing on the development of the child's ability. The impoverishment must include more than material deprivation, however. Social, emotional and spiritual health are important in home life.

Although cultural factors may not be presumed to change the innate ability of the child, there is no doubt that children are more, challenged and stimulated to develop their ability in an enriching environment. Patterns of motivation, interest, drive, imagination, and other intangibles are developed early in life.

SELECTING CHILDREN FOR THE SPECIAL CLASS (continued)

Developing Classes:

The development of public school classes for educable mentally handicapped children in no way precludes the need for institutions for mentally defective children and adults. There are numbers of children who cannot benefit from special classes for educable mentally handicapped children. The children in this less able group will always be dependent upon others for care and protection and will not learn to use even basic academic skills.

It is important to provide classes for the school-age educable mentally retarded children because they can be given material which will help them develop interest and good attitudes toward school instruction. Social development and acceptable behavior can be fostered here also.

Classes for educable mentally handicapped children are usually planned for four general age groups:

The Primary Class usually includes children with chronological ages of 6 years to 9 or 10 years. Mental ages in this group range from 3 to $6\frac{1}{2}$ and the curriculum would include nursery school and kindergarten activities.

The Intermediate Class enrolls children with chronological ages of 9 years to 12 or 13 years of age. Their mental ages range from 6 to 8. In this class pre-reading training, beginning reading and number work will be included in the curriculum. Academic readiness arrives for the retarded child with an IQ in the 70's as he approaches his 9th birthday.

The Secondary Class will include two age groups - the junior high and the senior high age groups. The junior high group will include boys and girls usually 13 to 15 years of age. Pre-vocational work supplements their academic training. Since mental ages range from 8 to 13 years in this group, third, fourth, fifth and sixth grade materials may be used. For the older classes of children from 16-18 years of age work experience may be included under classroom supervision (The Work-School Program, . . .).

SELECTING CHILDREN FOR THE SPECIAL CLASS (continued)

The Secondary Class (continued)

The Social skills should be stressed in all of these classes since the acceptance of the adult as an individual in the community or as an employee will depend on his social adjustment, appearance, courtesy, honesty and dependability as well as his ability to follow directions and his willingness to work.

Children between 16 and 21 are eligible to receive help in classes at the secondary level. The emphasis for these young people is on supervised job experience, homemaking skills and continuation of academic and social training. Their classes should be a part of the high school program.

Kirk reports that the mentally handicapped lose their jobs more often because of lack of punctuality, absenteeism, failure to adjust to the employer, inability to take responsibility, indifference, unreliability and various types of personal handicaps rather than inability to perform the actual job. Good conduct is often their key to happiness. These qualities do not develop without guidance and training.

INTELLIGENCE TESTING

Psychometric testing is the best tool available for evaluating mental ability. Intelligence tests are not perfect instruments and caution should be used in quoting test scores since there is a false air of certainty and finality in a number. Intelligence test scores should never be quoted to parents. They are helpful in talking about groups of children with similar abilities, however. An intelligence test such as the individually administered Stanford-Binet measures a child's ability against that of many hundreds of children his own age. It gives a mental age value.

INTELLIGENCE TESTING (continued)

Intelligence quotients or IQ's are obtained by dividing the mental age value by the chronological age of the person tested (up to age 16).

Within the total population intelligence tends to fall into what is called the "normal curve" with most of the population in the middle or average ranges of ability. To more clearly define the mentally handicapped group which is considered educable, let us review this picture

CONFIDENTIALITY Discussion of information concerning pupils in special education programs should be limited to persons directly concerned. The confidential nature of material discussed should be mentioned whenever it seems necessary. The teacher should refrain from giving psychological data, family background information or any other which could be considered in any way derogatory.

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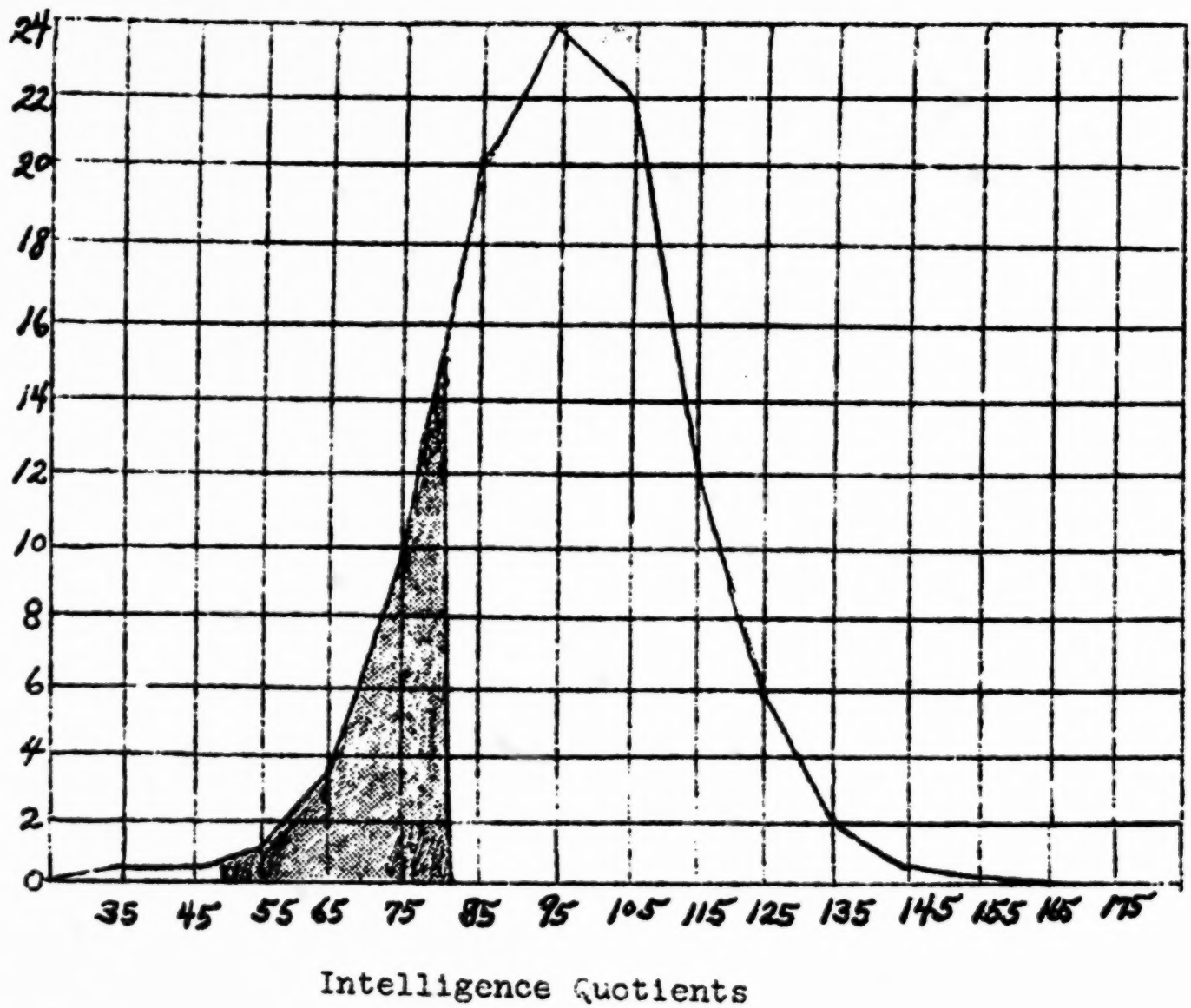
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INTELLIGENCE AND NORMAL DISTRIBUTION

% of group



Distribution curve found in 2904 children in standardization of Revised Stanford Binet Tests of Intelligence. Measuring Intelligence, Terman and Merrill, Houghton Mifflin Company, N. Y. 1937 p. 37

Shaded area of the educable mentally handicapped group (50-79)

- 80-89 - slow learner group
- 90-109 - normal group
- 110-119 - above average
- 120-134 - superior
- 135-174 - gifted

ASSESSING THE NEED FOR SPECIAL EDUCATION CLASSES

A great deal will depend on the information which you, as the school administrator, can give the teachers, parents and the community in the early stages of planning. If those concerned understand and accept the program it can be most successful.

Usually a school or community is aware of one or two children who have difficulty learning. When six years old the child was not "ready" for school. If he attended school it was without much success and if he stayed at home the community and the parents were concerned about what would be done for the child.

Undoubtedly there are other children in the community who need special help, since more than 3% of school age children have this need. A child in the higher limits of this educable mentally handicapped group may be "sitting through" school. As long as his behavior is no problem in school or his parents are not overly concerned with his lack of achievement in school there may be no special movement toward doing something for him. His lack of ability to achieve will have reached critical and unmistakable proportions by the time he is 13 or 14 years of age--too late to provide the best educational programs for him.

To find these children in lower grades who may be needing a special class, reading tests, achievement tests and group intelligence tests may be helpful as screening devices. The group who show marked educational retardation will require further study to differentiate those children who are mentally retarded from those who are retarded in educational skills but have average ability.

This is important since you may wish to provide corrective reading for those children who have faulty reading skills and yet have good general ability. (Remedial reading or corrective reading for mentally normal children is not a part of the special education program in North Dakota.) Children who are two or more years retarded in school work should have further mental testing.

ASSESSING THE NEED FOR SPECIAL EDUCATION CLASSES (con't)

Only an individual psychological evaluation given by a qualified psychologist should be used to place a child in a special class. Observations of parents and teachers are also important. Psychological testing is available through

- 1) Community Mental Health Services, Mental Health Division, State Department of Health, Bismarck.
- 2) Area Offices Division for Children and Youth, Department of Public Welfare, Bismarck.

A booklet listing individual testing and psychological services is available, Department of Public Instruction, Bismarck.

TALKING WITH PARENTS

In making the suggestions for psychological testing to parents, it is wise to do so in a conference. When parents feel the sincere interest of the school administrator and the teacher in the welfare of their child, they seldom resist suggestions. Try to interpret to them the new hope for these boys and girls by helping them outside of the regular stream of school activity which is too difficult for them. Avoid stigmatized words such as "feeble-minded" or "dumb" in favor of "lower ability", "slow learning" or even "retarded". In this early interview take a "we would like to find out so we can help him" attitude for at this time, whatever he suspects, the school administrator does not know the ability of the child and will wait for the psychologists evaluation to guide further plans. The evaluation will be a guide to the educational programming for the child and must not be used as a fixed and final label. Do not give numbers or suggestions of IQ scores to parents. It is well to remember that testing should be repeated every 2 or 3 years.

Parents who know of their child's failure in academic work will recognize that it is only reasonable to try another approach to school work. They may think that the methods by which the child is currently being

TALKING WITH PARENTS (continued)

taught are responsible for his failure. Try not to become defensive but rather to explain to them the time and effort that has been given to the child. Try to help parents appreciate the difficulties the child will have as an adolescent and as an adult if he fails to develop some useful academic skills. You can lay the seed for placement in a special class at this time, but do not rush their understanding or decision. Explain to them that the special class offers instruction at a level at which this child can succeed, and that if testing shows such a program necessary for him they should take advantage of it. Arrange to talk with them again after the testing has been done and a report received.

It is difficult for parents to accept such a limitation in a child and it is easier for them to do so when a helpful program is being offered. You may be more able to offer such a program following the testing.

PLANNING WITH THE SCHOOL BOARD

Early in the planning, the program should be presented to the school board and the possibilities of providing a teacher, a classroom, equipment and finances explored. The merits of such a classroom will need to be explained to many school boards. State participation in the program can be outlined. Someone from the state division of special education might be available to present information on similar programs if the local administrator wishes this consultation.

CLASS ORGANIZATION

The minimum enrollment for a classroom for educable mentally handicapped children is six and the maximum is fifteen children. An age range of two years is ideal but a four-year range may be very satisfactory. The children should receive daily academic instruction in the class, which follows a schedule similar to the regular school schedule. If possible, the children should

CLASS ORGANIZATION (continued)

take part in some regular classroom and playground activities with their age groups. These include art, music, physical education, assembly programs, recreation, school lunch, recess. This helps children to maintain contacts with others their own age by participating in activities which will not put him at a disadvantage. Many retarded children do as well as children in regular classes in non-academic activities.

An attitude of acceptance on the part of the regular classroom teacher will be necessary to set the tone for integration of the handicapped child into her class.

PARENT COOPERATION

You will want another conference with the parents of the child following the mental evaluation. If the child is to be recommended for special class instruction, interpret to them the type of program the child will receive in the special class and why it is important for him to be enrolled there. It is well to point out that it would be unfair to be allowed to drift through school without learning what he can be taught with special help. Speak freely with them about their natural feelings of disappointment and unhappiness. Stress the importance of their acceptance of the child as he is. The child will know if they are disappointed in him or ashamed of him. If he feels shame and failure his chances of being a normal, happy child become less. If they accept the special class as an opportunity, so will the child.

Parents should not be told or led to believe that placement in a special class is temporary. If the child is truly mentally retarded he cannot "catch up." With special help he can make progress, and gain some competency in academic skills but the goals for him are not the same as those for a child without this disability.

PARENT COOPERATION (continued)

As a teacher or school administrator, your own conviction that a special class is an important and right-ful part of the public school will help to assure parents that they can accept it without fear of stigma. It will take interpretation in the community also to replace prejudice and criticism with understanding and acceptance. This must be done if the school is to provide a sound education program for these children.

TEACHERS WILL NEED YOUR HELP

With frank discussion early in the development of the special class, the teachers in the school system can be accepting and helpful in the daily routine and a bulwark in winning community understanding for the special class. Without interpretation they may, without intending to do so, instill feelings of condescension in their pupils and discredit the special class as a part of the educational system.

Teachers should be briefed on 1) the need for pupil acceptance on the playground and in the school, 2) the importance of their own feelings toward the retarded child, 3) the impact which casual comments make in a community where a new program is "on trial." They should be helped to see that the advent of a special class has lightened their loads and makes it easier for them to give the necessary time to the children in their classes. They should never speak of the class in a belittling or critical way in the school or in the community, nor use referral to that class as a threat to uncooperative pupils. Promote the feeling that the child who is enrolled in the special class is just as important as the child in any classroom. Positive attitudes of the school staff will influence acceptance by the child and by his parents.

COMMUNITY INTERPRETATION

The program and work of the classroom can be the subject of programs for the P.T.A., service clubs, women's groups, news and radio releases. The need and potential of educable mentally handicapped children may be discussed with school staff.

COMMUNITY INTERPRETATION (continued)

Children should not be identified by name, but examples of their projects, their interests, their joy in class activities should be mentioned. Present stories or incidents that present these children as they really are--more like normal children than unlike them.

The purpose of community interpretation is two-fold--1) to tell about your special classroom as a part of the public school in your community 2) to help dispel the lack of information and lack of understanding which surrounds the mentally retarded person.

POTENTIAL ACADEMIC ACHIEVEMENT OF
CHILDREN WITH VARIOUS INTELLIGENCE QUOTIENT
LEVELS

Chronological age	Intelligence Quotients				
	50	60	70	75	80
6	Pre-K	Pre-K	K	K	K
7	Pre-K	K	K	K	K
8	K	K	K	K-1	K & 1
9	K	K	K & 1	1	1 & 2
10	K	K & 1	1 & 2	2	2 & 3
11	K	1	2	2 & 3	3
12	K & 1	1 & 2	2 & 3	3 & 4	4
13	1	2	3 & 4	4	4 & 5
14	1 & 2	2 & 3	4	5	5 & 6
15	2	3 & 4	5	5 & 6	6 & 7
16	B-3	4	B-6	B-7	7
17	B-3	4+	B-6	B-7	7+
18	B-3	4+	B-6	B-7	7+

FROM "Let Us Teach Slow Learning Children"
By Amy A. Allen, Department of Education,
Columbus, Ohio.

THE GOALS FOR CLASSROOMS:

1. To provide experiences that contribute to healthy personal development.
2. To provide training in acquiring academic skills within the child's own ability.
3. Developing good social attitudes toward family, school, community, and nation.
4. Developing vocational interests and potentialities and helping the child to use them realistically in his life planning.

GETTING READY TO TEACH

The success of a special classroom for educable mentally handicapped children will depend so much on the attitude of the teacher that it cannot be over-emphasized. As an added encouragement to those who would like to understand more fully the importance of the teacher's role and philosophy, we quote a short excerpt from Amy Allen, Consultant in Mental Retardation, Department of Education, Ohio, author of "Let Us Teach Slow Learning Children."

HOW DO YOU FEEL ABOUT IT?

"How you feel 'deep down' about slow-learning pupils as people and about yourself as their teacher will make a big difference. You sense how some of these children feel about school and teachers when they come into your class for the first time. Many of these pupils come to you with a feeling of hostility. This is particularly true if the school chances to be one where they are not selected for special help until they reach the 'problem age' of twelve years or over, by which time their reaction to frustration and failure is clearly evidenced by behavior. Even though they may not say so, many of them are 'against' school and 'against' teachers.

"In a similar way, pupils sense how the teacher looks at them-whether the teacher and the school are 'for' or 'against' them. Feelings are catching. So are feelings. Although you may never express in words the way you feel about these handicapped children, your mannerisms in the classrooms will speak for you, and much of the success of your work will depend upon your attitudes. How important are these children to you? Are they as interesting and challenging to work with as any other group? Do you honestly believe they have possibilities, that they are 'worth' the time and effort you will spend on them, that an adequate school program for them is sufficiently important to warrant the extra expenditure of money which such special education entails. How do you feel about slow learners?

GETTING READY TO TEACH (continued)

"In general, there are two view points about these children. Some people think largely in negatives. They say slow-learning children are likely to be delinquent, likely to present sex problems, that they lack competitive spirit, cannot take responsibility, are not 'teachable.' They imply that these people cannot, either as children or adults, participate in community living. Their feeling is that the major contribution of a special class is to relieve teachers of regular classes of an extra burden, to 'project' the children in those regular classes, and to keep the slow learners 'happy and occupied' (not necessarily in a constructive sort of program). For those people, a school program which totally segregates the slow learner from other groups of children is 'the right way'; and they justify such segregation for these children on the basis of sheltering them from ridicule by more fortunate children.

"Then there are those of us who think in positive terms. We say 'A handicapped child is one who may be like other children in all respects save one, 'the 'one' in this instance being pronouncedly slower mental development with consequent later readiness for a given level of school performance and an eventual lower ceiling for academic achievement. To the people who assume that these pupils are delinquent or sex problems, we point out that there is not proof for this assumption. 'Originally studies of mentally deficient children showed a higher incidence of delinquency, etc. but those studies were made in institutional settings; it seems only reasonable to note that many children committed to institutions are sent because they have presented problems in their community which could only be cared for by removal from the community, that therefore institutional groups are not likely to be representative of all such children.' To the people who claim these children lack competitive spirit, we proudly mention those slow-learning pupils in our junior and senior high schools who are

GETTING READY TO TEACH (continued)

participating in athletics (track, swimming, football, basketball, baseball) and extra-curricular activities (glee clubs, bands, dramatics, student councils) on the same basis as non-handicapped students. To those who say slow learners cannot take responsibility or become contributing members of society, we refer to the dozens of our former special class pupils who are working and living in their communities, supporting families and participating in community activities. (We who were their teachers know them to be handicapped; a measure of our success in working with them in the degree to which their friends and neighbors fail to recognize them as 'different'.) With emphasis on the likenesses rather than on the differences of these children, we are anxious to minimize segregation in the school situation, to give them the protection of special classes while permitting as much participation in school activities with other boys and girls as they are able to undertake without undue pressure or strain."

BACKGROUND INFORMATION FOR SCHOOL ADMINISTRATORS AND TEACHERS

In the classroom for educable mentally handicapped children there will be a wide range of ability among the pupils.

Retarded children under 10 years of age are not ready for formal classwork.

Mentally handicapped children cannot be expected to learn reading until they have reached a mental age of 6 or $6\frac{1}{2}$ years. For some children with low ability this will mean they will have passed their 10th or 11th birthdays.

They will not progress a grade per year. Their rate of development is $\frac{1}{2}$ or $\frac{1}{3}$ as fast as the average and their potential academic achievement will be lower than for most pupils in school.

Slow learning children are slower in general development than other children their age. Coordination is apt to be poor and speech is often not developed in keeping with their chronological ages. Creative play is harder for them until they have had some direction. They are less observant and do not "pick up" social skills without special education.

Teachers will need to observe carefully the individual ability and need of each pupil.

A well-planned day is basic to a good learning environment.

Teaching reading will begin by re-establishing a child's confidence in his ability which may have been shattered through failure in regular classes for several years.

Each stage in reading development will need to be prolonged to conform to the slower learning ability of the children.

Present all activities in small steps, very gradually without hurry with many repetitions. Make it possible for each child to succeed. Success builds self-confidence and repetition establishes learning so that he may build on it to accomplish the next step.

BACKGROUND INFORMATION FOR SCHOOL ADMINISTRATORS
AND TEACHERS (continued)

Standard textbooks and basic reading series were written for normal children. Their rate of progression is too rapid for mentally retarded children. They "grow" too fast for the retarded child. Retarded children need more repetition than they provide. Some workbook material may be adapted for use, but regular workbooks are totally inadequate for use in special classes.

"Dick and Jane" or other primer materials have often been associated with failure in past school days and should be discarded for new materials.

A teacher may use several well-illustrated readers of the same level of difficulty choosing from several reading series.

She will also use teacher-prepared charts, mimeographed stories and self-devised booklets.

Repetition of materials can be kept from being monotonous by a variety of presentations.

Manuscript writing will be best for retarded children up to the chronological age of 10 or 11 years.

Cursive writing is presented usually at that time.

Interest content of the reading materials must be in keeping with the child's age and experience.

Pupils learn easier when new material is presented within a carefully developed framework of a readiness program.

School will become interesting to the child who sees that he is accomplishing the tasks set for him.

Instruction in a classroom for educable mentally handicapped children must be presented orally, visually and concretely.

Approaches to arithmetic must be practical concrete and useful experiences within the child's ability.

Developing number concepts will begin with simple counting and grouping of people and objects in the classroom.

Continue with concrete objects until the child is confident and consistently successful, then introduce the written symbol and "paper" methods.

In presenting new skills, relate them to those previously learned.

TEACHING EDUCABLE MENTALLY HANDICAPPED CHILDREN

Everyone learns by

1. needing or wanting to learn
2. experiencing success
3. using meaningful repetition

Educable mentally handicapped children learn the same way. The teacher will need to use special methods, however, to help the children want to learn, to provide them with successful experiences, and to make repeated, meaningful use of the things they learn. Study of these special methods is a part of the required training of teachers of educable mentally handicapped children.

Teaching devices and techniques commonly used in the regular classroom will need to be modified for the children in special classes and totally new approaches developed. Educable mentally handicapped children have specific defects which make these adaptations necessary. Each child is different, yet many have some of the defects is common.

- 1) He may have an attention disorder and be easily distracted. Keeping teaching materials simple and uncluttered, concrete and understandable to him will help hold his attention.
- 2) He may have perceptual defects. Often a child does not seem to see form or wholeness either in objects or drawings. He may need training and practice in identifying objects by shape and size, by handling objects and exploring boundaries in order to better understand them.
- 3) He may have a language disorder. Organic brain damage may interfere with the way he hears and interprets speech. Expressing ideas is difficult for him. The teacher will need to provide him with many opportunities to discuss his ideas, the things he sees and how they inter-relate. Understanding grows as the child learns to express his thoughts through language. (A speech defect may also occur in a retarded child and may interfere with language production.)
- 4) His concept formation is faulty. He may have trouble and seeing the relationships between dissimilar things which have common characteristics. Practice in grouping, sorting, and verbally describing likes and differences will need to be included in the experiences of many of these children.

TEACHING EDUCABLE MENTALLY HANDICAPPED CHILDREN (con't)

Many of the activities suggested above help the child overcome a specific disability which interferes with his learning and can be adapted to the lesson materials in reading, numbers, writing. These activities make excellent seat-work when well prepared.

In addition to these built-in barriers to learning many children have environmental problems which add to the weight of their handicaps. These include:

- 1) social and cultural poverty in the home
- 2) economic need
- 3) emotional deprivation

The special class teacher will plan many activities for the class and develop a warm, friendly classroom environment to reinforce or supplement the child's experiences at home. Frequent, though brief visits with parents are important.

Discipline must be consistent but relaxed. The junior-senior high age youth needs to learn to live according to the rules of society. As he learns to judge and monitor his own behavior, he will then be acceptable to his peers, his family and his community. Discipline in this program is not punishment.

TIPS ON TIMING

A child may need a dozen pre-primers before he is ready for first grade level reading.

Developing language from one or two word sentences to more normal conversational speech may take years.

Workers in reading are used longer and finger-pointing is encouraged if a child finds it helpful.

Counters and finger counting are encouraged to become useful tools.

Comprehension and interest will outstrip reading ability as the children grow older. Read aloud to the children from books above their reading ability level, but within the scope of their interest so that they may gain more information on all subjects.

Repetition is important but concepts become interesting and strengthened by being presented in new situations, with new materials and new approaches.

Relate the familiar and learned material to a variety of situations so that the child gains a feeling of security in using the information and techniques which he has learned.

The child grows in a sense of personal worth in direct proportion to the opportunity he has to exercise learning which he has made his own.

Knowing when a child has experienced enough meaningful repetition of recently learned material to enable him to move successfully to the next step or to another skill is called pacing. It is highly important in teaching educable mentally handicapped children.

THE DAILY PROGRAM

If you as a teacher of a classroom for educable mentally handicapped children are planning to use unit activities from the outset you will need correspondingly large blocks of time in your daily schedule. Certainly this is a desirable approach, yet it may be that the opening days will demand a more traditional pattern. As you become more secure in the work with units, the schedule may change.

Early morning activities in the special classroom may best center around group participation in talking activities. The aim of oral language and related activities is to establish a feeling of "belonging" and "acceptance" in the school room and among the teacher and pupils.

As they tell their experiences or remember some bright spots on the previous day, they should practice good listening habits and all fear of criticism of their grammar, expression of content should be removed from the situation. Grammar and mispronunciation should not be brought to attention in this period.

Music, a story, a discussion of events of the day - all these and many others can also be used for the first 15 to 20 minutes to unify the group and set the tone for the day.

Recess, lunch period and the periods for music, art, gym or any others in which the children participate with the regular school classes will determine some limitations on the scheduling.

Oral language classes including the pre-reading beginning and advanced reading classes can best be fitted into the morning schedule following the opening period.

The length of time to be allowed for each class or each child will be developed from the child's maturity and attention span. It does not help a child to continue many minutes beyond the length of his interest span.

THE DAILY PROGRAM (continued)

If young children are enrolled a mid-morning or afternoon rest period may be necessary.

Seat work will be necessary for the children when several classes are required. Workbooks for basic readers are too difficult and progress too quickly for these children to use as seat work. The teacher will need to devise and ditto more simplified copy. Use concrete objects and materials the child can handle whenever possible.

Other kinds of seat work, using concrete objects and manipulative materials may have more teaching value than printed material. Form boards, stencils, peg boards, cards, pictures, colored paper and charts can all be used as independent learning devices and supplant the "busy work" aspect of workbooks.

As the children progress in their ability to work alone they may come to use the number, word, and color charts which should be hung on the board. In this way they can do their own seat-work and learn to use tools to help themselves.

More "crutches" such as charts, counters, pictures and other devices are encouraged in teaching the mentally handicapped group and they are allowed to use them as long as necessary. There should be a play area where children learn to use picture cards, puzzles, word or arithmetic games by themselves, working or playing quietly with books, puzzles, or other toys when seat work is done. Care of the equipment and good habits of neatness and orderliness may be taught here.

THE DAILY PROGRAM (continued)

SUGGESTED SCHEDULES: Schedules will vary. These give ideas about time and content for guidance in planning.

The Primary Room

9:00 to 9:45	Oral Language (including health, science, pre-reading, current events, plans for morning)
9:45 to 10:30	Play period. Individual and Group activities. Indoor and Outdoor games and play
10:30 to 11:00	Lunch and Rest Period
11:00 to 11:30	Written Language (including reading readiness, reading, pre-writing, coloring, etc.)
1:15 to 1:45	Story hour
1:45 to 2:25	Arts, Crafts, Construction activities
2:25 to 2:45	Numbers
2:45 to 3:15	Play period
3:15 to 3:30	Stories and music Occasionally used as sharing period

For Intermediate Room

9:00 to 9:15	Opening Period-May include sharing experiences, listening to a story, singing.
9:15 to 10:30	Individual instruction in Reading and Readiness. Each child has individual period and assigned seat work, if ready for that.
10:30 to 10:45	Recess (with regular grades)
10:45 to 11:15	Number work Individual periods for each child. A group activity in which all may participate and which involves numbers. Maybe discussion of birthdays, money, counting objects, etc.
11:15 to 11:45	Group activity Reading games for entire group Number games for entire group, such as bean bag, or flash cards. Picture matching, word matching games Group discussion or review of familiar material.

THE DAILY PROGRAM (continued)

- 1:15 to 2:15 Unit work
Includes listening to stories,
working on construction discussion
of social aspects of living together-
all related to the unit being develop-
ed. Writing and arithmetic may be
included and reading will be included
for those who can read and report.
The teacher will read material for
the children to gain information about
the unit.
- 2:15 to 2:30 Clean up period
- 2:30 Recess with regular grades
- 2:45 to 3:00 Practical review of health, writing,
finishing projects
- 3:00 to 3:30 Craft work (Make projects for the
Classroom such as an easel, bulletin
board, bean bag board, weaving, sewing,
etc. See bibliography)

An easel for tempera painting should be available to
the children during the day. Weaving, clay and some
sewing may be used as seat work also during the day.

For Secondary School Classes (Jr. High School Class)

- 8:55 to 9:00 Homeroom period with regular 7th and 8th
grade.
- 9:00 to 9:45 Art-Monday, Tuesday.
Music - Wednesday, Thursday
Shop and Sewing - Friday. These are classes
with regular 7th and 8th grade.
- 9:40 to 10:20 Gym-Monday, Tuesday, Wednesday.
Library-Thursday.
Shop or Sewing-Friday
- 10:20 to 11:10 Arithmetic class with special teacher
- 11:10 to 11:50 English and Reading with special teacher
- 1:05 to 1:10 Homeroom period with regular 7th and 8th
grade
- 1:10 to 1:50 Extra curricular activities period with
regular pupils.
- 1:50 to 2:30 Social studies with special teacher
- 2:30 to 3:15 Industrial Arts with special teacher.

PLANNING THE SCHOOL DAY

You will find that our teacher training and your general knowledge of children and their development will be very important during the first days. You will need to review the background of information you have on testing and the interpretation of test scores.

You will plan your first day with the aim of setting the children at ease with one another and with you, establishing a friendly, "at home" feeling which will be a basis for the days ahead. You may wish to use some time for talking about the children's families, brothers and sisters, pets, friends, etc. Summer activities may have been interesting but may not provide a springboard in the same way that they do in a regular class. Give the children time to talk, and then time to do what they want to do. They should not feel pressed or hurried. Suggest that they explore the school room, as a group perhaps, then on their own for a few minutes. When they are in their seats again, discuss the room and what they saw.

Provide some puzzles and games which the children can play alone while you take an individual child to begin assessing his abilities. Use only easy materials with the child and much encouragement. Do not begin with materials which he will fail.

In planning daily schedules for the following day you will need to remember that children who have not attained a mental age of $6\frac{1}{2}$ years to 7 years will not have formal periods for reading and other subjects. Each child should have individually scheduled time for his pre-reading work, however. This individual time with the teacher is very important. It is not only helpful as a teaching time, but gives the child the personal encouragement and motivation which he needs. Group activities are likewise important. During individual time other children may come quietly to

PLANNING THE SCHOOL DAY (continued)

the teacher to ask questions about seat work or other problems, but the time is set aside for one child. It may vary in length from 5 minutes to 15 minutes depending on the need of the child and his attention span.

The daily schedule should be flexible. It should follow a basic routine from day to day however, since this gives security to the children. Mentally retarded children have difficulty adapting quickly to change. Learning is always better in a secure situation.

Use little classroom responsibilities to give the children a feeling of helpfulness and develop with the children simple rules of housekeeping and routine which can be followed consistently. Simple rules carefully and patiently taught help retarded children to adjust to daily social demands and to become more at ease when confronting new situations. The retarded child will always have to be governed by rules for living with others since his own judgment may not be adequate for him to make all of his decisions for himself. These social lessons have a practical value beyond measure and the teacher must incorporate these principles daily in her class.

Teachers Guide

For Observing Pupils and Reporting Progress

INDIVIDUAL PROGRESS REPORTS

ITEM	REPORTING PERIOD
Date	
I. Physical Development	
A. Height	
Weight	
B. <u>Coordination Skills</u>	
1. <u>Posture</u>	
2. <u>Walking, running</u>	
3. <u>Skipping</u>	
4. <u>Hand-eye</u>	
5. <u>Handedness</u>	
right	
left	
ambidextrous	
C. <u>Speech Therapy</u>	
D. <u>Sight and hearing</u>	
1. <u>Self-care</u>	
E. <u>Health habits</u>	
1. <u>Self-care</u>	
a. <u>Body cleanliness</u>	
b. <u>Teeth</u>	
c. <u>Neatness, clothing care</u>	
2. <u>Dressing skills</u>	
a. <u>Level of responsibility</u>	
b. <u>Appropriate to weather</u>	
c. <u>Appropriate to occasion</u>	
3. <u>Eating Habits</u>	
a. <u>Table conduct</u>	
b. <u>Attitude toward foods</u>	
and eating	
c. <u>Fads, fancies or</u>	
knowledge	
4. <u>Physical Education</u>	
II. Social and Emotional Development	
A. <u>Cooperation</u>	
B. <u>Sharing</u>	
C. <u>Self control</u>	
D. <u>Adjustment to group, teacher,</u>	
school	
E. <u>Attitudes toward</u>	
1. <u>Self</u>	
2. <u>Family</u>	
3. <u>Authority</u>	
4. <u>Personal property</u>	
5. <u>Property of others,</u>	
or public	

DATE

REPORTING PERIOD

F. CourtesyG. Safety awareness

1. Home, School,
playground
2. Bicycles, other
transportation

H. Self Evaluation skills

1. How does he see progress
2. Does he share in planning
for progress?
3. Attitudes toward mistakes
and correction
4. How does he relate to
competition?
5. Does he relate himself to
his own record?

III. Ability to Express Himself:A. Conservation skills

1. Listening
2. Talking
3. Relating to others

B. Vocabulary

1. Oral
2. Listening and understanding
3. Picture reading, recognition
of names of objects
4. Written
5. Sentence structure, words
per sentence
6. Grammatical use of words

C. Expression of feelings

1. By action
2. Vocalization
3. Paintings, colorings,
drawings
4. Through music, listening,
participation
5. Play therapy
6. Words

D. RetentionE. ComprehensionF. Ability to follow directions

1. Oral
2. Written
3. One, two, three sequence

IV. Integrated ActivitiesA. Sensory training of eyes, ears
muscles, touch etc.

1. Recognition of form shape,
color, feel etc.
2. Muscle training coordinations
 - a. Large muscle coordinations
 - b. Finer coordinations cutting,
coloring, pasting, pen-
manship

DATE

REPORTING PERIOD

	DATE	REPORTING PERIOD
B. Environmental Understandings		
1. Home and community		
2. Seasons and effects upon living, seasonal changes		
3. Birds, animals, nature understandings		
4. Holidays and their significance		
C. Number concepts		
1. Quantity		
2. Time		
3. Money		
4. Measures		
D. Music and Art		
1. For pleasure as a spectator		
2. As a participant, developing skills with interest		
E. Reading experiences		
1. Sight Vocabulary		
2. Phonetic achievement		
3. Experience charts		
4. Reading series progress		
5. Spelling and penmanship		
V. Summary in terms of:		
A. Organization		
1. How does he organize his materials?		
2. His time		
3. Procedures and planning		
B. Motivation		
1. Does he only do as directed?		
2. Areas of interest		
3. Needs constant prodding		
4. Motivated to mischief		
5. Likes to work		
6. Works for teacher credit		
praise		
parents		
7. Works only under pressure		
8. Has a hyperactive need to be occupied		
C. Citizenship		
1. Cooperation and planning		
a. For self		
b. For good of the family		
c. For family		
d. For public good		
e. Regard for property and possessions		
2. Is he a contributive person, a willing one to promote causes for group improvement?		
3. Selfish interests only		
4. Indifferent or unaware of responsibilities and privileges of group life		

a. REPORTING TO PARENTS

Reporting progress to parents is best done through conferences no matter what other type of report is also provided. Sometimes the teachers feel that it is wise to use written reports and the regular report cards using Satisfactory and Unsatisfactory or letter grading. This has the advantage of providing the child with a report card which looks like those other children receive. On the other hand, unless the parents understand the letter grading and what is meant, they will not understand the child's work or progress. This can best be done by having a parent conference.

Some schools do not send home report cards. The parents must come to the school for the conference and receive the card, with the interpretation from the teacher, at the same time.

b. ANECDOTAL RECORDS

In each child's cumulative folder, there should be an anecdotal report for each child for each year together with other reports and whatever work samples are practicable.

Special Education Program

Suggested form:

Child's name _____ Age _____

Parent's name _____ Address _____

Final Report for the ____ - ____ School Year

Teacher _____

Be Specific

1. Physical development:

2. Social and Emotional Growth:

3. Academic Achievement for _____ School Year:

Reading Level

Numbers

Health and Safety

Concepts

Writing

Speech

Social participation

c. Suggested Form for Requesting Parent Conference

PARENT - TEACHER CONFERENCE

School _____ Teacher _____

Name of Child _____

Name of Parent _____

Date of Conference _____ Time _____

- d. Some schools use a form for permission to take children on field trips throughout the year.

Special Education Class
_____ School
_____, 1960

_____ has my permission to go on all
Name of Child
field trips and/or short excursions at any time during the
school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent any accident. I understand, however, that neither the _____
School nor the _____ School District
can assume responsibility for any accident involving my child while on the excursion.

Parent's Signature

e. Picture permission

A similar form giving permission for picture-taking to be used by the school or authorized by the school without identification by legend of the children pictured is also procured sometimes.

BOOKS FOR THE TEACHER AND FOR PARENTS OF THE MENTALLY RETARDED

Reference Books for Teachers of the Mentally Retarded

- A. Reference Books for Teachers of the Mentally Retarded. This list of references is by no means complete. These books will be helpful for the teachers who are new to the field of teaching retarded children. The starred books are available from the Easter Seal Library, 422 2nd Avenue Northwest, Jamestown, North Dakota. Those enclosed in boxes may be obtained from the State Library.
- (*1) Allen, Amy, Ohio Dept. of Education, Let Us Teach Slow Learning Children. 1950 (pamphlet)
For the teacher just beginning her work with the mentally retarded child, it provides a great deal of information in a compact form.
- (2) Betts, Emmet Albert, Foundation of Reading Instruction. 1946 American Book Co., N. Y.
Gives the procedure for using the kinesthetic method of teaching reading and tells how to compose, administer and score the informal reading inventory.
- (3) Fernald, Grace Maxwell, Remedial Techniques in Basic School Subjects. McGraw-Hill Book Co. 1943
Give in detail the procedure used in teaching reading by the kinesthetic method.
- (4) Home Training Lessons
Group A-Child with M. A. up to two years
B-Child with M. A. up to two and four years
C-Child with M. A. over four
Prepared by the Massachusetts Department of Mental Health, available from the Easter Seal Library, 422-2nd Avenue Northwest, Jamestown, North Dakota. These books would be helpful for parents and would provide suggestions for use in a reading readiness program.
- (5) Ingram, Christine P. Education of the Slow Learning Child. 3rd Edition 1960 Ronald Press, N. Y.
She shows how the unit method can be used profitably with mentally retarded children.
- (6) Kirk, Samuel A. and Johnson, Orville, Educating the Retarded Child. Houghton Mifflin, 1951
Provides a good deal of help with methods and curriculum for teaching the mentally retarded child.
- (7) Johnson, G. Orville, EDUCATION FOR THE SLOW LEARNERS, Prentice Hall, Inc., Englewood Cliffs, N. J. 1963.

Reference Books for Teachers of the Mentally Retarded
(con't)

8. Teach Me (A Guide for Parents and others who have the care of Retarded Children.) Division of Public Instruction, Dept. of Social Security, St. Paul, Minn. 1945.
9. Psychopathology and Education of the Brain Injured Child, Strauss and Lehtinen, New York: Grune and Stratton, 1947 Vol. I
- (10) Psychopathology and Education of the Brain Injured Child, Progress in Theory and Clinic, Grune and Stratton, New York Volume II 1955
- (11) Suggested Activities for Mentally Retarded Children, California State Dept. of Education, Sacramento. 105 pages.
12. Strickland, Ruth G. How to Build a Unit of Work. Bulletin 1946, #5. United States Government Printing Office, Superintendent of Documents, Washington 25, D.C. Price 20¢
Give some good suggestions for the construction of a unit. This has not been written specifically for teachers of mentally retarded.
13. Epps, Helen; McCampn, Gertrude and Simmons, Queen, Teaching Devices for Children With Impaired Learning. The Parents' Volunteer Association, 1601 West Broad St., Columbus, Ohio.

This is an eighty-one page volume prepared as a result of Research Project 50 a study of brain-injured children at the Cols Ohio State School. Materials are suggested methods specifically for children with sensory defect and motor incoordination. Other sections include ways of promoting academic readiness and achievement of number concepts, reading readiness and writing.
14. Gartin, Malinda, Teaching the Educable Mentally Retarded - Practical Methods. Charles C. Thomas, Springfield, Ohio. 1964
15. Perry, Natalie, Teaching the Mentally Retarded Child, Columbus University Press, New York, 1960 \$6.00
This book is written with the trainable child in mind. Teachers of educable mentally handicapped children can apply many of the techniques, however, in their classes.
16. Cruickshank, W.; Bentzen, F.; Ratzeburg, F.; Tannhauser, M.; A Teaching Method for Brain-Injured and Hyperactive Children, Syracuse University Press. 1960. \$7.50

Reference Books for Teachers of the Mentally Retarded
(con't)

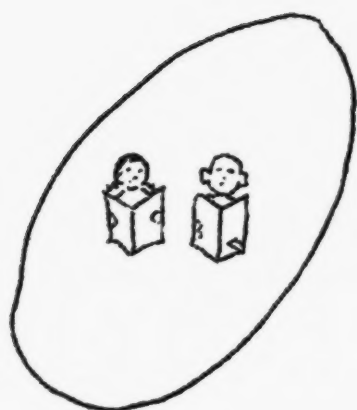
17. Readiness Activities for Mentally Retarded Children, (Perceptual Training) Department of Public Instruction, Madison, Wisconsin.
18. Sniff, Wm. F., A Curriculum for Mentally Retarded Young Adult, Chas. C. Thomas, Springfield, Illinois 1962
19. McDonald, E. T., Understand Those Feelings, Stanwix House, Inc., Pittsburgh, Pa. 1962
20. Bertstein, Bebe, Readiness and Reading for the Retarded Child, John Day Company, New York 1965

Books for Parents

- *1. Buck, Pearl S., The Child Who Never Grew. John Day Book Co., New York City, 1950
- *2. Frank, John P., My Son's Story, Alfred A. Knopf, Inc., N. Y. 1952 \$3.00
3. Kirk, Samuel; Karnes, Merle B. and Kirk, Winnifed D., You and Your Retarded Child, Macmillan, New York 1955
This would be helpful for parents of a severely retarded child. Deals with helping the child learn to eat and dress himself, bowel and bladder control, behavior control, etc.
- *4. Lewis, Richard S., The Other Child, Grune and Stratton, New York, 1951 \$2.50 (Brain Injury)
- *5. Levinson, Abraham, The Mentally Retarded Child. The John Day Co., New York 1952
- *7. Rogers, Dale Evans, Angel Unaware, Fleming and Revell Co. 1953 \$1.00
8. Teach Me. (A Guide for Parents and others who have the care of retarded children.) Division of Public Instruction, Dept. of Social Security, St. Paul, Minn. 1945
Most of these suggestions would help parents with a retarded child of pre-school age.
9. Barbara, A Prologue, Abraham - Rinehart & Co. Inc., New York 1958
10. The Challenge of the Retarded Child - Sister Mary Theodore, O.S.F., Bruce Publishing Co., Milwaukee, Wisc. 1959

PART II

PLANNING CLASSES IN THE JUNIOR AND SENIOR HIGH SCHOOLS



PART II. PLANNING CLASSES IN THE JUNIOR AND SENIOR HIGH SCHOOLS

The junior and senior high school classes for educable mentally handicapped pupils will be the natural outgrowth of an elementary program for these children. Upper level classes are designed to keep the pupils progressing in academic subjects and social participation, with increasing emphasis on preparation for employment and participation as an adult citizen in the community.

There are three parts of the program, each equally important. They are:

- a. The Home Room
- b. Integrated Activities
- c. The Work-School Program

This Section Contains:

The Rationale for Secondary School Classes for Educable Mentally Handicapped Children	.56
Goals for the Junior High School Program	.57
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I. THE RATIONALE FOR SECONDARY SCHOOL CLASSES FOR EDUCABLE MENTALLY HANDICAPPED PUPILS

American schools generally provide school experiences for educable mentally handicapped children in the elementary schools. There is a growing tendency against having mentally retarded pupils at junior and senior high school levels drop out of school as has happened in the past. Keeping them in school will provide further opportunity for them to learn the basic tools for earning a living and keep them learning and acquiring skill until they are legally and maturationally employable.

There are two groups of mentally retarded children of junior and senior high school age who may need to be considered: 1) those who have been enrolled in regular classes most of their elementary school years and 2) those who have been provided with special education classes and are now ready for a secondary program.

The first group may have failed to develop any useful basic academic skills and may also have developed attitudes and habits which have made them socially unacceptable, unemployable and unhappy. These children leave school rebellious and disheartened because even they realize that their school experience has done nothing for them.

In the second group, the schools have already made considerable investment. They have rescued the children from continual frustration in the regular classes and have given them tasks within their ability and will have developed in them some sense of personal worth. Without a special class and program in the junior and senior high school, the effort and achievement they have made in the elementary schools will be largely lost.

In a special class in secondary school, progress in academic skills may continue. The pupils will assimilate and use the information they need to have about the world and their roles in it. They will use information more meaningfully and skillfully than they were able to do when younger.

More people must understand the justice, economic wisdom and human values involved in providing a meaningful program for these children at this age.

II. GOALS FOR THE JUNIOR HIGH SCHOOL PROGRAM (ages 13-16)

- 1) To strengthen the basic skills in reading, numbers, health, safety, social understandings which the pupils have begun in the elementary classroom.
- 2) To gain more information about their environment
- 3) To help them learn ways of being useful and acceptable in the community
- 4) To explore the community in which they live and the function of workers in it

III. GOALS FOR THE SENIOR HIGH SCHOOL PROGRAM (ages 16-20)

- 1) To use basic skills in life situations
- 2) To gain more information important to the adult
- 3) To help him achieve self-acceptance and a sense of dependability within his community (Citizenship)
- 4) To develop qualities of personality, character and work habits necessary for employability
- 5) To explore employment possibilities and to gain on-the-job experience
- 6) To develop satisfying leisure-time activities

IV. ORIENTATION OF STAFF AND COMMUNITY

Community readiness and acceptance of the product is as important in education as in business, yet this is an area which is often neglected. The parents, the townspeople and the school staff need to be ready and to provide an environment for the special education program which will be warm, understanding and informed.

Each of us has experienced, either in our own thinking or in the reaction of others, the resistance of programming for retarded children brought on because of prejudice and mis-information. Often when one changes his mind he assumes others have also changed theirs, or that a brief contact with the reasonable approach through which his own fears and prejudices were changed will be all that is necessary in changing others. This is not always so. For many community members the recitation of the reasonable and logical basis for special education for retarded children is a good beginning, but they must also be shown on their own plane of experience how it works and where their prejudices were in error.

ORIENTATION OF STAFF AND COMMUNITY (continued)

The detail will vary with the community readiness. Where several classes for younger children are already a part of the public school system and some planned interpretation has already been done, less will be needed. However, many people who would favor grade school classes are not as sympathetic with older children's needs because the helpless, appealing little child has now been replaced by an awkward teen-ager who may now have ideas of his own which are more or less in conflict with his elders as is true with any other adolescent. He may seem to them to be less "appreciative" of the special class or openly hostile in the regular school program.

IV. PLANNING THE STAFF AND COMMUNITY ORIENTATION

A. Of the three sections of activity below, 1 and 2 may be accomplished in the early years of the program but 3, Interpretation to the Community must be planned and continued year after year.

A1. Interpretation of need (prior to beginning the special class)

- a. national and state statistics of incidence
- b. refuting misconceptions about the retarded--not dangerous, mentally ill or "bad"
- c. need for testing and evaluation
- d. potential of retarded persons
 - i. in academic work
 - ii. socially
 - iii. vocational training
 - iv. as community members, citizens
 - v. on the job
- e. rights and privileges of the retarded

A2. To Staff

- a. exploratory--with staff making tentative referrals following information - giving session
- b. study of potential of retarded children in special programs, stereotyped teacher attitudes toward non-achievers, recognizing individual differences
- c. presentation of plan for emh jr. or sr. hi program made by school board or administrator
- d. discussion of the attitudes and responsibility of each staff member for community interpretation of the program.
- e. discussion of confidentiality

A3. To The Community

- a. PTA - exploratory program outgrowth of staff studies
- b. SERVICE CLUBS - same as above
- c. SPECIAL COMMITTEES
 - 1. pastors
 - 2. other agencies
 (use to explore need and later to interpret)
- d. parent conferences for those involved
- e. newspaper
- f. local radio and TV
- g. use local Work-School Committee for program

IV

B1. Factual Information on organization and function of program

B2. To Staff

B3. To The Community

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> a. the nature of the curriculum b. projects and materials c. the long range plan for education and vocational training | <ul style="list-style-type: none"> a. talk at staff meeting by the teacher and administrator b. visit to classroom after school c. visit to class during school hours | <ul style="list-style-type: none"> a. news stories about class, curriculum projects as a part of school reporting b. open house at PTA c. special program on a visit for the service club, PTA, etc. d. discussing of program by panel on radio and TV |
|--|--|--|

IV Preparation for acceptance and understanding of handicapped children as basis for employment.

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> a. national statistics on employability b. giving information to refute misconceptions - not retarded, "all the same", dangerous, hopeless, criminals, or mentally ill. c. analysis of jobs in the community within the capabilities of these young people d. acceptance of people with individual differences | <ul style="list-style-type: none"> a. give information with which to answer questions in the community about employability b. have vocational rehab. counselor give staff meeting presentation c. help staff to understand normal behavior of high school age pupils and to accept normal problems with teen-age retarded as well. | <ul style="list-style-type: none"> a. organize service club representatives as a business committee to help seek jobs b. use vocational rehabilitation personnel to prepare acceptance of the handicapped in employment c. arrange for effective working relationships between parents, vocational rehab. and school personnel |
|---|---|---|

Resources for Information: Department of Public Instruction, Bismarck, ND
 Office of Vocational Rehabilitation, 418 Rosser, Bismarck, ND
 State Employment Office, Ralph Lange, Bismarck, ND
 Governor's Committee, Employment of the Handicapped, Bismarck, ND
 Easter Seal Library, 422-2nd Ave. N. W. Jamestown, ND

V. PARENTAL COOPERATION

Parents of children who have been enrolled in public school special education classrooms in the elementary schools will have had several years of interpretation and counselling about their child's ability and progress. However, they may need even more help as they plan for the teen-age and adult years with their child.

1. Keep the parents informed at all times.
2. Set up regular conferences throughout the school year.
3. Define the role of each of the following who will have contact with the parents from time to time: the teacher, the principal, vocational counselor, superintendent.
4. Parent attitudes change. Parents may begin by being uncooperative and become very helpful with time and the information and help they are given.
5. Parents need help in accepting unanswerable questions about causes of the child's disabilities and support in knowing that they are doing a good job with their handicapped child.
6. Most parents are in the process of learning to accept the fact of mental retardation in their child which is basically unacceptable to them.
7. Guide parents into association with other parents.
8. Some parents will need to be reminded that the problems of an adolescent retarded child will be very similar to those of other adolescents and that all problems at that time are not due to the mental retardation.
9. Help parents to see that the child has many good traits in spite of his limitations.

VI. THE HOME ROOM

Educable mentally handicapped pupils going into a junior or senior high setting should be provided with a classroom which will serve as a supportive and helpful "home base". The teacher will continue individual and group classes in the basic subjects and help the pupils develop facility with the old skills, gain new information, and develop work habits and personality characteristics which will enhance their employability.

THE HOME ROOM (continued)

New interest will provide new motivation for reading. The driver's manual or classified ads may be the first reading material a boy ever brings to class because he wants to read it. New social interests and responsibilities will provide endless occasions for discussion and learning. Portions of books, too difficult for their reading ability, may hold their interest and increase their information if read to them. The pupils will be excused from the room to attend specific regular classes.

Establishment of a junior and senior high school class for educable mentally handicapped children should not serve as a community's initial attempt in providing a program for the mentally handicapped. The development of an elementary program shall logically and of necessity precede the secondary classes in a given community.

ELIGIBILITY OF PUPILS

Educable mentally handicapped children are defined as those who, although lower than normal in ability to progress in academic work in a special classroom, but would not be able to make progress in the regular classroom. This group is identified on an individually administered intelligence test as having I.Q.'s between 50 and 80. Other factors in addition to intelligence may be considered in the placement of a child, but his intellectual capability will remain the primary element in placement.

Children who have had their education at the elementary level in special classrooms for educable mentally handicapped children will automatically be considered for enrollment in the junior and senior high school classes.

MERGING PROGRAM

There will be no sharp division point in the area of academic subject matter between the elementary and junior high school program or the junior and senior high school groups. Placement will be determined by the physical and social maturity of the child.

DEFINITION OF CLASS SIZE

A minimum of 6 pupils per full-time teacher and a maximum of 15 pupils per teacher has been set for an approved program.

Variations in the number of pupils per classroom will not be approved unless they will best serve the needs and interests of the special class pupils. No more than 1/2 of the exceptional child's school day should be spent outside the special classroom in integrated classes. It is expected that the special class teacher will be involved with directing the special class work or in supervision of their integration in regular class activities throughout the school day.

CLASSROOM SPACE RECOMMENDED -

1. There should be a large classroom set aside as a permanent classroom for full daily use by the special class in the junior high school and in the senior high school.
2. The classroom should be large enough to provide space for the program. This will be dependent upon whether the special classroom will function as a self-contained unit for the greater part of the day and what kind of classes and activities will be carried on there.
 - a) Running water with sink
 - b) Minimum kitchenette facilities
 - c) Worktable space for kitchen and craft activities
 - d) Storage space
3. Adequate heat, light and ventilation are essential.
4. The classroom should be situated to the main part of the school building, easily accessible to all facilities and strategically located so that it is easily accepted as an integral part of the school.

QUALIFICATIONS OF THE TEACHER -

BASIC CREDENTIAL Effective September 1, 1965

1. A valid First Grade Professional Teaching Certificate for North Dakota (with training in elementary, junior high or special education) or any valid North Dakota teaching certificate and one year of successful teaching experience in special education classes for educable mentally handicapped children.
2. Fifteen quarters hours in special education chosen from the following courses. At least one course from each group must be included:

Group A - Mental Hygiene; Psychology of Adjustment; Personality Theory

Group B - Methods of Teaching Educable Mentally Handicapped Children (4 qtr. hrs.)
(Introduction to Mental Retardation or other courses may be prerequisite to this course)

Group C - Introduction to Exceptional Children:
Education of Exceptional Children

Group D - 1) Student Teaching in a classroom for educable mentally handicapped children or
2) Advanced Seminar in Methods (for those with previous teaching experience in a class for mentally retarded children).

QUALIFICATIONS OF THE TEACHER (continued)

In such a seminar there should be an opportunity to work directly with a child or children with specific learning disabilities using projects involving materials and methods.

A letter of recommendation from the instructor is required under either plan.

Group E - Arts and Crafts in the Public Schools or for retarded children

Remedial Reading

Introduction to Speech Correction

Principles of Guidance

Other allied courses (with permission)

Because of the fact that educable mentally handicapped children in the secondary school will probably not be able to do academic work beyond the seventh grade level, it is important that the teacher have a background of elementary training and experience.

Basic classroom work may be supplemented by regular teachers in art, music, physical education, shop, and home economics coordinating their projects and lessons with the special class teacher.

CONFIDENTIALITY - Discussion of information concerning pupils in special education programs should be limited to persons directly concerned. The confidential nature of material discussed should be mentioned to teachers whenever it seems necessary. The teacher should refrain from giving psychological data, family background information or any other which could be considered in any way derogatory.

GRADING, PROMOTION, AND GRADUATION

Grading: Grading should be done on the basis of the child's achievement within his ability. Because of the adolescent child's need to be like his peers, grading should be realistic, objective and parallel in form to the system under which other students are graded. For this reason letter grading is preferred in the secondary school. However, this type of report card should be supplemental with confidential reports to parents and anecdotal records for the files.

Promotion: Advancement from elementary to junior high or senior high school classes will not be based on achievement primarily, but rather will be decided on the basis of physical size and emotional maturity. There may be children in the elementary classes whose best interests will be served by terminating education prior to enrollment in a secondary special education classroom. These decisions should be made cooperatively with the parents and a committee from within the school - including the special class teacher, the principal, the work-school coordinator and rehabilitation counselor.

Graduation: Students may be provided with education in special classes until age twenty-one, according to law, but a reasonable goal of achievement in academic skill, adjustment and a satisfactory employment outlook should be considered for each pupil. Much coordination with the vocational rehabilitation counselor and the work-school coordinator (when such a program is available) and with the parents must take place during the junior and senior high school years and especially during the final year of schooling for the child.

"Students who have attended school twelve or more years and are enrolled in an approved program of special education for high school-age youth should receive the regular recognition and diploma upon satisfactory completion of the required work in such program" (Administrators Manual for North Dakota Schools 1964)

No discrimination in the method of awarding the diploma or certificate should be practiced.

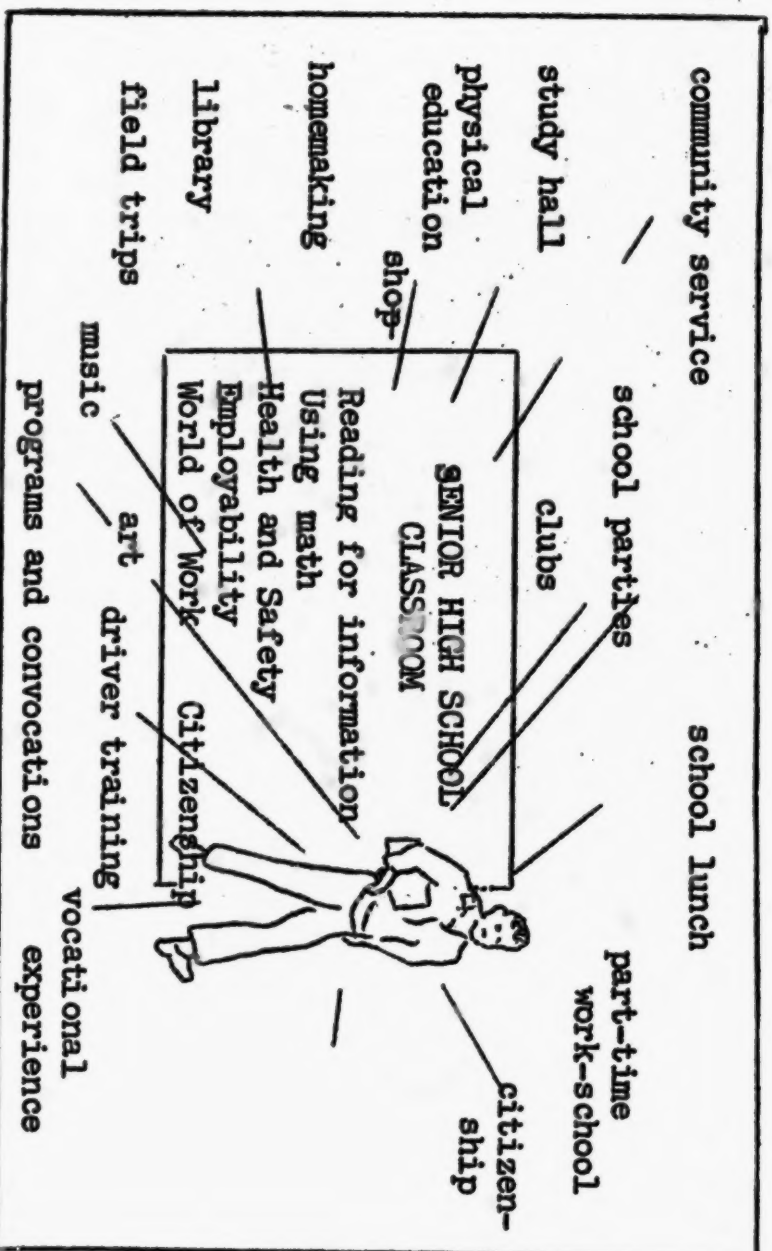
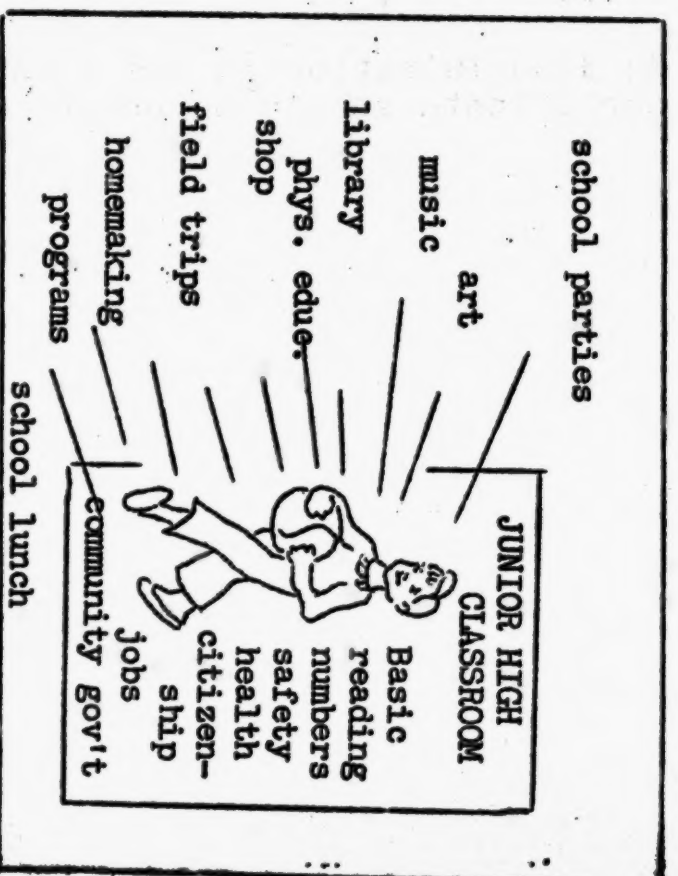
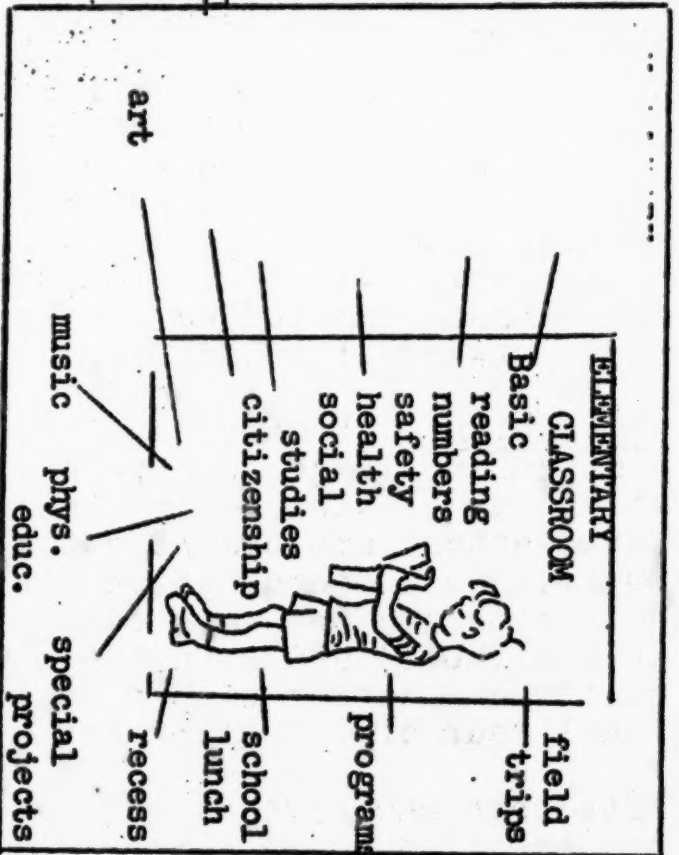
VII. INTEGRATED ACTIVITIES:

This is a schematic presentation of the increasing participation which retarded children should share with children in regular classes from elementary through senior high school.

An accepting attitude and a climate of helpfulness can be developed in the school by conscious effort of staff and pupils.

An attitude of acceptance among all pupils will provide the basis for healthy adult responses toward the individual differences found among friends and fellow-workers.

The educable mentally handicapped child should feel accepted and secure in his community when he has completed his schooling in an integrated school program where his individual needs have also been met.



VIII. THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL

A. What Is It? It is a program of part-time employment and part-time school attendance during the last one or two years of school attendance of the mentally retarded high school age pupils. Not all educable mentally handicapped pupils will be eligible for enrollment. Each shall have developed to the extent that he may operate in a work-school program. Both parents and child should be interested in the child's completion of a high school program.

1. The office of Vocational Rehabilitation is the state-federal program for vocational training of handicapped persons. The office provides vocational counselors in the state who visit clients, assists them by evaluating their abilities, financing suitable training and in some cases helping to find employment.
2. The State Employment Service maintains regional offices where persons in search of employment may apply and employers may list vacancies. The office provides evaluation of the ability of the applicants and aids them in job placement.
3. The Work-School Program in the high school is a means of bringing the services of Vocational Rehabilitation and the State Employment Service to the educable mentally handicapped person while he is still in high school, to assist him in being better prepared for employment.
4. During the final year or possibly the final two years of school for the educable mentally handicapped pupil in the senior high school program a planned program of work and school is provided.
5. Each youth should attend school daily and regularly until he is ready for the on-the-job experience under the work-school program.
6. When he is eligible the student will continue to attend the classroom no less than one-half of each day and will work part-time in the community.
7. When the pupil has completed the on-the-job phase of his work satisfactorily and seems ready for full-time employment, his case is evaluated and termination of school is planned. The State Employment Service will aid in helping him find suitable permanent employment, once he graduates from the high school special education program.

THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL (con't)

B. Organization of the Program

1. **The Coordinator:** The assignment of school personnel to this project will be dependent upon the size and scope of the work-school program in the given school. It will be essential that wherever employment of a full-time project coordinator is not feasible that some person working with the project (perhaps a teacher) be given the authority to act as coordinator and be provided with the time from other duties to attend to the details involved in the work-school program. The Coordinator is responsible directly to the director of special education in the school or to the superintendent.

a. Duties of the Coordinator:

1. Organize local work-school committee and call meetings

Suggested personnel: the coordinator, school guidance counselor, special class teacher, local counselor for vocational rehabilitation, local state employment counselor, local representative of labor, federal wage and hour administration and of service clubs, parents associations, junior league and other groups as desired.

Duties of the Work-School Committee

Prepare local business and industry for the Work-School Program by involving representatives of business through local service clubs.

Explore work opportunities in the community.

To clarify Wages and Hours Regulations, labor laws, Social Security, Workmen's Compensation and other regulations for the program. This will vary with the community and with the type of employment available. Only a local committee can handle this well.

- ii. Invite the local Vocational Rehabilitation counselor to work in the school with the clients selected as ready for the Work-School program.
- iii. Work with the Vocational Rehabilitation Counselor in selecting the on-the-job experience for the pupils.
- iv. Continue the daily and weekly liaison with local employers in the program when the Vocational Rehabilitation Counselor may not be available.

THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL (con't)

- v. Invite the local representative from state employment to the school and arrange for any evaluations necessary during the work-school program or at the end of the program when specific students are ready for placement.
- vi. Enlist and maintain parent cooperation
- vii. Evaluate each student with the help of the committee on grading, promotion and graduation (see page) before placement and at the end of participation of the Work-School Program.
- viii. Report to the superintendents of schools regularly.

NOTE: The Vocational Rehabilitation Counselor is the only person authorized to place a worker in a part-time job for on-the-job training for which the employer is paid under Vocational Rehabilitation. Careful coordination with both the Vocational Rehabilitation Counselor and the Employment Counselor are needed on all placements. Any payment to employer or to the pupil will be clarified in each case by the Vocational Rehabilitation Counselor.

2. The Teacher: The pupil will continue to have daily lessons increasing his information and improving his academic skills during at least one-half of the school day.

Specific attention will be given to the kinds of work problems which the pupil will meet on his particular job. These will include practical use of arithmetic or reading skills or may involve punctuality, responsibility, accuracy, or other traits.

The pupil will be encouraged to bring questions and problems to the teacher as well as to the coordinator.

3. The Employer: Frequent conferences among the vocational rehabilitation counselor and the work-school coordinator and employer will be the basis for helping the employer to give on-the-job training to the pupil in the most effective way. The coordinator will carry specific problems for further study back to the classroom from the employer's recommendations.

The employer may enter an agreement involving pay with the office of Vocational Rehabilitation.

THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL (con't)

4. The Parents: No program for this age young person will be effective without the cooperation and interest of his parents. The coordinator of the Work-School Program will need to plan individual parent conferences where the following are discussed:
 - a. The Work-School Program and its objectives for the specific child
 - b. Parents are responsible to see that the child attends both work and school regularly.
 - c. The requirements for graduation from the program.
 - d. Any trial-basis limitations involved locally
 - e. Parents are helped to accept that goals set for their child are appropriate
 - f. Good social development, satisfactory work experience regular, prompt attendance and maximum academic achievement will be the basis for graduation.

An agreement signed by the parent's giving permission for the pupil to participate in the Work-School Program is desirable.

THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL (con't)

C. Goals for Class and Job Experience

In the information provided with the Guide to Jobs for the Mentally Retarded by Peterson and Jones (p. 72) the following were listed as abilities needed on 96 different jobs. The authors felt that these skills could be developed in school. The numbers in the parentheses are the numbers of jobs requiring the particular skill.

1. Do simple counting (18)
Do simple reading (16)
Count money, operate cash register (10)
Use telephone take messages (6)
Write simple messages (6)
Use telephone (dial) (6)
Address envelopes by hand from printed copy (3)
Alphabetize cards or papers (3)
File papers or cards alphabetically (3)
Sharpen pencils (4)
Weigh or weigh count (4)
Order by number of serialize cards or papers (3)
Unpack materials (2)
Stamp envelopes, standard postage known (2)
Seal envelopes (2)
Staple papers (2)
Remove staples (2)
Punch papers by hand (2)
Use rubber stamp (1)
Operate hand duplicator (1)
Operate electric duplicator (1)
Drive and park car (1)
Package, as for mailing (1)
Receive, open and lay out mail (1)
Stuff envelopes (1)
Cut paper (2)
Tie cord or string (2)
Answer telephone (2)

THE WORK-SCHOOL PROGRAM IN THE SENIOR HIGH SCHOOL (con't)

2. Some of the 96 jobs included:

Stock boy
Dairy Hand
Dishwasher
Clerical assistant
Messenger
Day worker, cleaning
Day worker, handyman
Assistant in greenhouse

Helper in:

building maintenance
beauty shop
barbershop
school or church maintenance
hospital cleanup
hospital food service
patient service
grounds keeping
animal care
livestock sales
laundry - Helper in
children's day care center
restaurant cooking
upholstery shop
newspaper shop
cement block plant
construction
landscaping
bakery
reforestation
poultry dressing
grocery store

Name of School _____
Address of School _____

AGREEMENT COVERING WORK-SCHOOL PROGRAM

Prior to approval for the Work-School Program, each student and his or her parents must sign the following agreement. Failure to comply with any part of this agreement will be considered cause for removal from the Work-School Program.

If I am permitted to enter employment through the Work-School Program, I agree to comply with the following regulations:

1. Not to be absent from my job or from school unnecessarily.
2. Not to be late to work but to be on the job before or by the time my employer desires me to be there.
3. Not to ask the employer for "time off" during my working hours except in cases of sickness or emergency.
4. When I am not able to work, I will call _____, and ask to talk with _____ and explain why. I will also call my employer at least two hours before the time I am due at work.
5. I will not be absent from work without consulting the counselor under whose supervision I am working.
6. If selected for work training, I will do my best to represent _____ in a manner accepted by society.

Student

Permission is hereby granted for the above-named student to participate in the Work-School Program.

I certify (he, she) was born on: _____
Month Day Year

Parent or Guardian

Date

Form B

Student Information Sheet

Work-School Program

Name _____ Age _____ Birth Date _____
 Address _____ Phone _____ Soc. Sec. _____
 Number _____
 Parent's Names _____
 Last _____ Father's First _____ Mother's First _____
 Where _____
 Father's Occupation _____ Employed _____
 Family Physician _____
 Name _____ Address _____ Telephone _____

General Health:

Personality: (appearance, manners, other factors)

School Record:

Reading level _____ Math level _____
 Attendance _____ Grades _____
 Special Interests _____

Specific Skills: (skilled or semi-skilled)

Previous work experience:

<u>Employer</u>	<u>Address</u>	<u>Wage</u>	<u>Duties</u>
-----------------	----------------	-------------	---------------

Preference Record - Vocational _____ Date Taken. _____

Interest areas

Occupational Selection Aid:

Other Information:

Form C

Weekly Report by Students
Work-School Program

This report is due in Room _____ each Monday morning.

From _____ to _____
Month Day Year Month Day Year

Student _____

Employer _____

Attendance	Mon	Tues	Wed	Thurs	Fri	Sat
------------	-----	------	-----	-------	-----	-----

Present or Ab. at school						
-----------------------------	--	--	--	--	--	--

Number of
hours worked _____

Total hours worked _____ Rate per _____ Total earnings
during week Hour before deductions

Kinds of work done and number of hours on each job;

New things learned, mistakes made, improvements and progress:

Remarks: _____

Form D

CERTIFICATE OF ACHIEVEMENT

_____ Public Schools

This is to certify that _____
has satisfactorily met the minimum requirements in the follow-
ing areas

while in the WORK-SCHOOL PROGRAM for _____ semesters at _____
High School, _____.

Date _____

Coordinator Principal

Employer's Progress Report
(2 week interval)

Report on _____ Date _____

Firm _____

Return to: Supt. of Schools

Reliability:	EX	GOOD	AVER	POOR	NOT SATISF.
1. Punctual	_____				
2. Attendance	_____				
3. Follows directions	_____				
4. Assumes responsibility	_____				

Cooperation:

1. Works well with others	_____
2. Goes out of his way to help	_____
3. Sees things to be done	_____
4. Accepts correction	_____

Industriousness:

1. Hard worker	_____
2. Works steadily	_____
3. Works unsupervised	_____

Appearance and Personality:

1. Pleasing	_____
2. Polite	_____
3. Well Groomed	_____

Are you satisfied with worker's progress: _____

Signed _____

Title _____

The forms immediately preceding this page were suggested by the Des Moines (Iowa) Public Schools, Work-Study Program, North High School, Dan Kroloff, Director.

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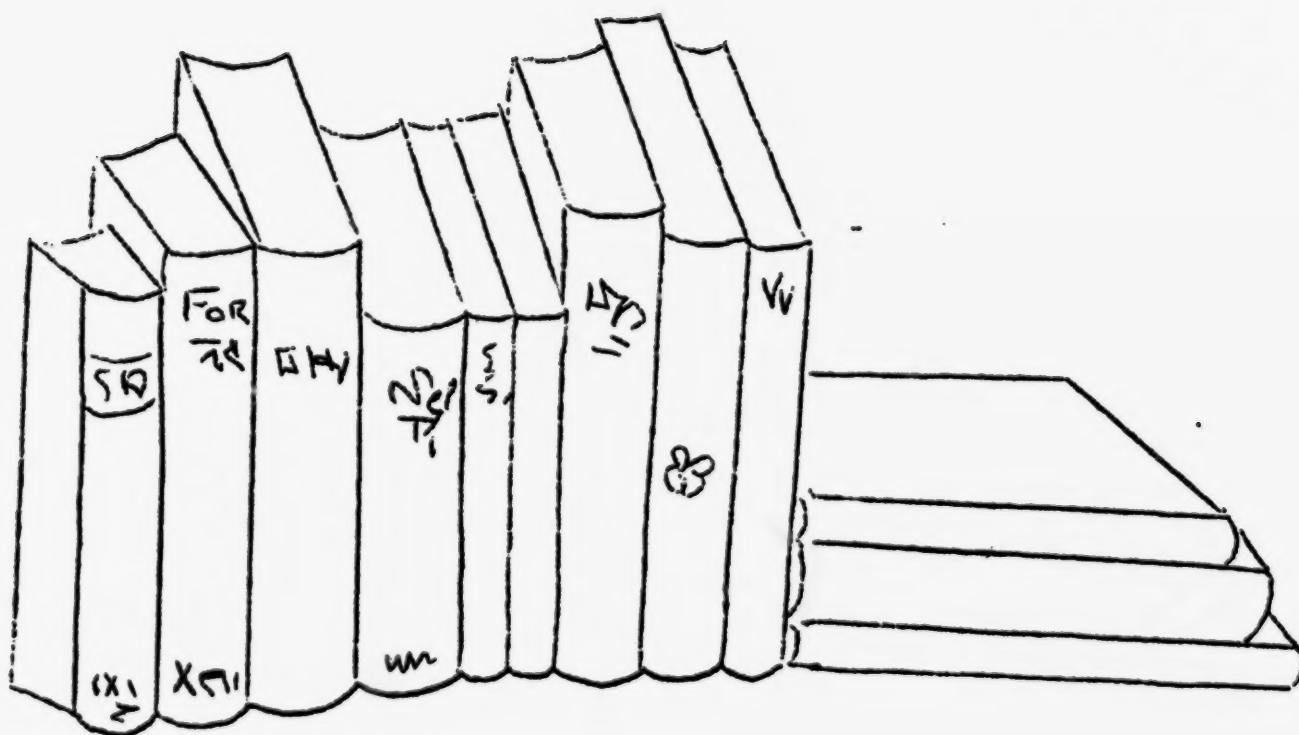
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PART III

OBJECTIVES AND CURRICULUM SUGGESTIONS



PART III. OBJECTIVES AND CURRICULUM SUGGESTIONS

The total school impact on the retarded child is extremely important. These children are more prone to failure in the social as well as the academic areas of school life. When they fail in elementary or secondary school, they have little chance for success beyond the school years. They can be successful if the school program provides them with material they need and can master and if the social setting is one in which they can develop and grow.

There will be no sharp divisions in subject matter between the elementary and junior high school program for educable retarded children of the junior and senior high school groups. Placement of children in these programs will be determined largely on the basis of physical and social maturity of the child. The subject matter will be centered around basic reading, number concepts, health and safety, and learning to live with others. At the upper levels it will be concerned with post-school adjustment and responsibilities.

No attempt to give teaching methods in this guide has been made except in the following pages. It is assumed that qualified teachers will have had at least minimum training in methods of teaching retarded children and will be interested in gaining more information in continued education.

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OBJECTIVES

The following are the educational objectives for educable mentally handicapped pupils.

- A. Emotional and physical health (particularly how to live best with himself and society).
- B. Functional knowledge of the tool subjects.
- C. Responsible citizenship.
- D. Use of leisure time.
- E. Economic adequacy.

Characterics of Employability:

These characteristics are important whatever the goal. They are attitudes and abilities in which teachers instruct children in the classroom as they teach reading, numbers and other academic material. In the normal child the development of these traits often seem to take place incidentally. With the mentally retarded child conscious training in these processes will be necessary.

In addition to these general objectives there are characteristics of employability which are needed by the adult educable mentally handicapped. The crucial characteristics which determine employability are:*

- A. Personal Characteristics
 - 1. Self-expression - communicate, ask for assistance, question
 - 2. Sociability - interest with other employees or public
 - 3. Work independence and initiative - work without supervision or guidance
 - 4. Appearance - cleanliness, good manner, neat in appearance
 - 5. Teamwork - perform in close coordination with other jobs
- B. Time factors
 - 1. Pace - perform at a consistant rate of speed
 - 2. Attendance - be reliable in attendance and punctuality
 - 3. Stimultaniety - perform several activities at near same time
 - 4. Timing - perform timed, scheduled activities, be aware of time
- C. Performance skills
 - 1. Accuracy - perform within well-defined tolerances
 - 2. Dexterity - make fine manipulations, coordinated movements
 - 3. Choices - select among alternatives, make decisions
 - 4. Direction - follow procedures, instructions or directions
 - 5. Memory - remember locations, procedures, nomenclatures
 - 6. Caution - use care in activities which pose personal hazard

*Guide to Jobs for the Mentally Retarded, Handbook and Job Requirements Profile, Peterson, Richard O. and Jones, Edna M., American Institute for Research, Pittsburgh, Pa.

Objectives (continued)

D. Work tolerance

1. Repetitiveness - have tolerance for monotony or repetition
2. Perseverance - perform continuously, over normal periods
3. Stamina - have physical stamina, strength, resist fatigue

Units of Work

Two major areas are stressed in the curriculum in teaching educable mentally handicapped children. These are 1) development of skills in the tool subjects and 2) experiences in the areas of living.

The educable mentally handicapped child will need specific time set aside for the learning and mastery of reading, numbers, writing and spelling, but some of each day should be given to planned study centered around an experience unit. In the unit the teacher will find many ways for the children to learn and use reading, numbers and writing skills.

A unit should provide a complete experience. It should emerge from the natural interests expressed by the children as the teacher guides them toward materials and experiences they can understand and enjoy. The teacher should know the children, their interests and capabilities. She should be well-informed about resources in the school and community which can be used in developing the unit.

1. Children should help select the unit
2. The activities and experiences should be real to the children
3. The teacher should outline the unit and have motivating ideas ready.
4. Integrate as many areas as possible
5. Keep it simple, within the limits of the children's abilities
6. Let it develop easily without pressure
7. Keep a list of all resources and materials
8. Simplify all material to insure understanding
9. Repeat, re-tell, rephrase and rewrite - review
10. Emphasize word study-meanings, spelling
11. Discontinue when interest lags

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Garton, Malinda Dean - Teaching the Educable Mentally Retarded - Practical Methods, Charles C. Thomas, Springfield, Ill. 1961

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Emphasize the unit method of instruction and offers examples of effective units of work.

Core Curriculum for Educable Mentally Handicapped, State University of New York, Buffalo, N. Y.

North Dakota Course of Study, Units on Safety, Health, Citizenship and Our State.

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Excellent for use with Junior High and Senior High Children.

A Curriculum Guide for Teachers of The Educable Mentally Handicapped - Illinois Plan

Pages 20-31-45-61-75-85-121-141

The Instructor - Dousville, New York

A booklet on units of work or other areas can be obtained through this magazine.

Grade Teacher - Darien, Connecticut.

Book of units compiled from past issues of the Grade Teacher.

American Childhood Magazines

This magazine often prints excellent unit material.

Example - 1. School Safety - May 1957

2. Vacation activities - June 1955

3. A Thanksgiving Activity - November 1958

4. Our Flag - February 1956

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World Book Encyclopedia, Field Enterprises Educational Corp. Merchandise Mart Plaza, Chicago 54, Ill.

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Illustration of Junior High School Unit: "OUR WORLD: MEETING AND ACCEPTING ITS CHALLENGE"
Using "My Weekly Reader", Second Grade Level as the basic text. One issue used as
illustration in material below, covering reading, social studies, citizenship and language.

OUR WORLD: MEETING AND ACCEPTING ITS CHALLENGE

GOALS OF THE UNIT

ACADEMIC: Ability to ascertain facts
Ability to formulate conclusions

VOCATIONAL: Ability to apply orderly procedure

CULTURAL: Positive approach to everyday living

MATERIALS USED

"MY WEEKLY READER, SECOND GRADE LEVEL" Basic Text
Volume XXX, Issue 5, Edition 2, October 10 - 14, 1960
American Education Press Publications, Columbus 16, O.

Wall map of North America, United States and Great
Lakes Area

Pictures:

Ships
St. Lawrence Seaway
Loading cranes
Freight trucks
Helicopter
Forests

Burned-over areas
Birthday party
Squirrel
Andy
Kathy
Mike

Chart with pictures for compound words:

Workman
Blackbird
Cowboy

Sunflower
Runway
Airplane

Film Strips:

"The Great Lakes"
"Ships at Sea"

Prepared by Lucy Loebrick,
Grand Rapids, Minnesota
Education 526, University
of North Dakota, 1961
under direction of Miss
Selma Southwick, Dr. A. J.
Bjork

R - 1

1. READING
ABILITY TO ASCERTAIN FACTS
A BIG SHIP IS IN THE NEWS

1. Read the name of our news story for this week.
2. What is the name of the ship?
3. What kind of ship is it?
4. What does it carry?
5. Where does it travel?
6. To what country does it belong?
7. What do you see in the picture?

BIG BOXES CARRY FREIGHT

1. What big machine is pictured on page 26?
2. What work does this machine do?
3. What is freight?
4. What is a freight box?
5. How do freight boxes travel after they leave the ship?
6. How are the heavy freight boxes unloaded?
7. In what part of the ship are they carried?

HELICOPTERS SPRAY FIRES

1. What is a helicopter?
2. What work is being done by the helicopter in our story?
3. What forestry work is being done by man and helicopter?
4. How many men ride in the helicopter?

ANDY AND MIKE

1. Who is Andy?
2. Who is Mike?
3. What did Kathy have?

4. What surprised Kathy?
5. Whom did she blame?
6. Who was guilty?

APPLY ORDERLY PROCEDURES

A BIG SHIP IS IN THE NEWS

1. Read the story orally.
2. Write from dictation:
 - a. A new ship is traveling.
 - b. It is a freight ship.
 - c. It travels from the Great Lakes to the ocean.
 - d. The ship can go in narrow places.
3. Complete the following:
 - a. Great
 - b. United
 - c. Atlantic

BIG BOXES CARRY FREIGHT

1. Using a desk map of the United States, locate the Great Lakes by coloring blue.
2. Locate Duluth and Chicago by putting dots and lettering in the names.
3. Using a continuous arrow, show the route and Mormac-pride would follow.
4. Locate Grand Rapids.
5. Draw the highway connecting Grand Rapids and Duluth.

ANDY AND MIKE

1. Write a letter. (See language arts plan.)
2. Read Andy and Mike's letter orally.

READING READINESS

1. Individual work to fit child's needs
 - a. Peg board or parquetry designs for perception
 - b. Sorting and classifying
 - c. Matching words and pictures for concepts
 - d. Arranging pictures in sequence
 - e. Kinesthetic training through manipulation
 - f. Color coded consonants, vowels
 - g. Finding like parts in words
 - h. Finding little words in big words

ABILITY TO FORMULATE CONCLUSIONS
A BIG SHIP IN THE NEWS

1. Why is the new ship narrow?
2. Why must it be strong?
3. Why is this new ship important to you?
4. How does the freight reach Grand Rapids? Why?
5. You have some freight coming in on this ship. How will you get it home? Why?

BIG BOXES CARRY FREIGHT

1. Why can a ship carry many boxes?
2. Why must strong materials be used in making the freight boxes?
3. Why is the crane used to unload the boxes?
4. Why does the crane swing?
5. Why are the boxes loaded on trucks?
6. Why doesn't the train carry all the boxes?
7. How does the "package freight" service help Grand Rapids?

HELICOPTERS SPRAY FIRES

1. Why are helicopters used in fighting fires?
2. Why do men spray around the fire?
3. How do men and machines work together to put out fires?
4. Why is a chemical used for the spray?
5. Why do we use the slogan, "Keep Minnesota Green"?
6. Why is the slogan in our newspaper different from our state slogan?

ANDY AND MIKE

- Why did the squirrel eat the cake?
- Why was he invited to the party?
- Why was Kathy surprised?

POSITIVE APPROACH TO EVERYDAY LIVING
A BIG SHIP IN THE NEWS

1. Bring in newspaper articles, pictures, headlines.
2. Post on easel or bulletin board.
3. Read and discuss.
4. Read the pictures.
5. Discuss materials to be found in newspapers.
6. Of what good is a newspaper?

BIG BOXES CARRY FREIGHT

1. Discuss job possibilities again.
2. Dramatize through pantomime and class guess work being done.
3. Discuss modern packaging.
 - a. Check materials used.
 - b. Discuss effectiveness for a given product.
4. List products that may be packaged in various types of containers: (Oral listing).
Cardboard cartons Pliofilm bags Aluminum foil
5. Why are these containers used for certain products and not for others?

HELICOPTERS SPRAY FIRES

1. Use film strip: "Fire, Friend or Foe".
2. Discuss film strip as shown.
3. Fit pictures to personal situations.
4. Draw conclusions:
 - a. Student's personal responsibility for fire prevention
 - b. Effect on Itasca area if all forests were destroyed
 - c. Effect on wild life if homes and cover were wiped out by fire.

2. SOCIAL STUDIES

S - 1

ABILITY TO ASCERTAIN FACTS

A BIG SHIP IS IN THE NEWS

1. How many have been to Duluth?
2. What did you see at the docks?
3. Did you see a ship like the Mormacpride?
4. Did you see the ships loading or unloading?
5. What machines are used to help?
6. How are goods carried on the dock?
7. What is another word for the load the ship carries?
8. What products that we produce here might the Mormacpride carry away?
9. What products might it bring to you?

BIG BOXES CARRY FREIGHT

1. What materials that are produced here might be used in making freight boxes?
2. When did the package freight lines chart on the Great Lakes?
3. At what cities might these freight boxes be delivered?
4. What might come by package freight from Chicago?
5. What might come by package freight from Detroit?

HELICOPTERS SPRAY FIRES

1. Where might helicopters help us?
2. What benefit would a helicopter be to the ranger at the Cutfoot Sioux station?
3. How would you use a helicopter if you had one?

ABILITY TO APPLY ORDERLY PROCEDURE

S - 3

A BIG SHIP IS IN THE NEWS

1. Identification of the St. Lawrence Seaway and the Great Lakes on a large wall map, on a small desk map.
2. Relate the small newspaper map to the large wall map of North America.
3. Trace the Seaway on the large map.
4. Trace the Seaway in color on the small desk map.
5. Letter on the desk map:
 - a. The United States
 - b. Canada
 - c. The Great Lakes
 - d. The Atlantic Ocean
6. Relate the Seaway activities to the Itasca area.

BIG BOXES CARRY FREIGHT

1. Discuss the large Great Lakes ports.
2. Show pictures of these cities.
3. Make charts showing products carried from one city to another.
4. Show foreign travel routes on a world map.
5. Watch the daily and Sunday newspapers for pictures and articles related to domestic and foreign trade.
6. Post pictures, maps, headlines, easy articles on the "NEWS" bulletin board.
7. Encourage children to contribute, post and read.
8. Take a long trip in imagination.
9. Where to go, what to see, what to take along, what it will cost?

HELICOPTERS SPRAY FIRES

1. Find pictures of early planes and try to build a picture history of flying.
2. What is the history of the helicopter as a fire fighter?
3. Why is it used instead of jet planes?

ANDY AND MIKE

1. Who delivered the letter Andy wrote?
2. How was mail first delivered?
3. How was postage paid?
4. How were letters sealed?

ABILITY TO FORMULATE CONCLUSIONS

S - 2

A BIG SHIP IS IN THE NEWS

1. Why have the ships changed since the time of Columbus?
2. How do you think Columbus would feel if he could ride on the Mormacpride?
3. Do you think his men would be afraid on this ship?
4. Why?
5. Why were locks built at St. Sault Marie?
6. Do you think ships could travel to the Atlantic if the locks were removed? Why?
7. Why are tugs used to move big ships in the harbors.

BIG BOXES CARRY FREIGHT

1. Why is the freight on the Mormacpride carried in boxes instead of being loose?
2. Why is it easier to unload package freight?
3. What are machines doing to men's jobs?
4. How can men keep jobs when machines do their work?

HELICOPTERS SPRAY FIRES

1. Why do chemicals help to put out fires?
2. Why is a helicopter better than a regular type airplane to spray fires?
3. Why do helicopters spray around the edge of fires?
4. Why does the fire go out when the helicopter fights it?

POSITIVE APPROACH TO EVERYDAY LIVING

S - 4

A BIG SHIP IS IN THE NEWS

Job Possibilities:

1. Common seaman
2. Dock worker
3. Truck driver
4. Trucker's helper
5. Freight handler
6. Cook on board ship
7. Cook's helper
8. Waitress in a dock restaurant
9. Cook or dock restaurant

- ##### Discuss the Jobs
1. Location
 2. Duties
 3. Responsibilities
 4. Wages
 5. Transportation

Products carried by water transportation:
Classify the following products as to:

BIG BOXES CARRY FREIGHT

BULK FREIGHT

1. List other freight carriers.
2. Which is fastest?
3. Which is the most modern type?

1. Coal
2. Iron Ore
3. Wheat
4. Cloth
5. Clothing
6. Books

HELICOPTERS SPRAY FIRES

1. What work can be done with a helicopter?
2. What training must a pilot have to secure his license?
3. Whom can you call to find out?
4. Could you land a helicopter at your home? Why?
5. How are helicopters used in large cities?
6. Are they used at the Grand Rapids airport?
7. Find out and report to the class. (One student assigned.)

ANDY AND MIKE

1. List five uses for letter writing
2. List five persons to whom you would like to write.
3. Do you think Mike signs the letters? Why?
4. How might he do it?

3. LANGUAGE ARTS

L - 1

ABILITY TO ASCERTAIN FACTS

A BIG SHIP IN THE NEWS

Grammar

Teach sentence form, capitalization, punctuation. Read one simple sentence from the story, one that states a fact.

Vocabulary

ship
traveling
freight ship
Great Lakes
ocean
narrow places
Mormacpride

BIG BOXES CARRY FREIGHT

Students give oral sentence. Teacher writes on chalkboard or chart. Stress capital, period, correct sentence form. Students read.

many kinds
Canada
Atlantic Ocean
United States
Seaway
machines
boxes

HELICOPTERS SPRAY FIRES

Teacher dictates sentences, students write. Begin with one sentence. Increase number as students improve.

helicopters
spray
chemicals
forest fires

ANDY AND MIKE

Students write sentences from copy, filling blanks. Students write own original sentences.

birthday
birthday cake
squirrel
friend

ABILITY TO FORMULATE CONCLUSIONS

L - 2

SPELLING

Teacher writes words on chalkboard or chart. Teacher points and pronounces. Child pronounces. Spells orally. Writes from board.

Spelling discussion

Talk about the words. Define. Use in oral sentences. Stress WHY sentences.

WORD STUDY

Pronounce compound words. Use in sentences. Make a chart to illustrate the nouns.

SPELLING

Review words. Pupils spell orally. Use in oral sentences. Teacher writes on board. Students write from dictation.

VOCABULARY

places
unload
travel
truck
train

WORD STUDY

Review compound words. Read chart. Teach concepts. outside inside. Find the small words in each.

SPELLING

Review words. Students write. Students write sentences, filling blanks.

WORD STUDY

playing
player
Box the like parts. Write the endings.

WORD STUDY

Review compound words. Teach word endings.

SPELLING

Review words. Students spell orally. Students write. Students use words in original written sentences.

WORD STUDY

Teach differences.
h - t o
h - t u
h - t a
h - t i

WORD STUDY

Vowels
Supply missing vowels. Teach likenesses.

SOME SAMPLE SPELLING EXERCISES FOR EXTRA PRACTICE

L - 3

BIG MACHINES IN THE NEWS

I

- Write the eight-letter word that means man's helpers.
- Omit the last letter and use the new word in a sentence.
A _____ will help me in my work.
- Write the five-letter word that means a helper of man.
- Add the letter s to the word and use the new word in the following sentence.
Men haul freight with _____.

II

- Write the correct word for each picture:

III

- Add ing to each word and use in the sentences:
spray _____ travel _____ truck _____ train _____
We are _____ the apple trees.
Men are _____ in car's.
Sam is _____ the freight from the ship.
Mary is _____ her dog.

SAMPLE SPELLING EXERCISES

L - 4

A BIG SHIP IN THE NEWS

I

- Write the word that means not wide. _____
- Write the word that means a large boat. _____
- Write the word that means cargo. _____
- Write the word that means moving. _____
- Write the word that means a large body of water. _____

II

WRITE THE WORDS THAT FILL THE BLANKS CORRECTLY:

- The Mormacpride is a large _____.
- The men on the Mormacpride are called _____.
- The Mormacpride's cargo is called _____.
- Ships go up and down stairs by means of _____.
- The Mormacpride can go through narrow _____.

III

- Which word tells how wide the Mormacpride is? _____
- Which words tell what the Mormacpride carries? _____
- Which words tell the names of the lakes? _____
- Which word means to move from place to place? _____
- Which word tells the name of the country north of the United States? _____

IV

- Write the word that rhymes with gravel. _____
- Use the word to fill the blank.
The Mormacpride will _____ on the Great Lakes.

4. CITIZENSHIP

ABILITY TO ASCERTAIN FACTS

C - 1

A BIG SHIP IS IN THE NEWS

1. From what country do the sailors of the Mormacride come?
2. What do they think of our city of Duluth?
3. If they do come from another country, what language do they speak?
4. Does that make them different from us?
5. Which one would you like to learn?
6. What is the advantage of being able to speak another language?

BIG BOXES CARRY FREIGHT

1. What part do people of other countries play in our lives?
2. What can you do to be friends with people of other countries?
3. How can you help them to understand our country?

HELICOPTERS SPRAY FIRES

1. What damage does fire do to wild life?
2. How can you help wild life if a fire starts?
3. How can animals help themselves in an emergency?
4. What happens to a person who starts a fire in a forest and the fire gets away?
5. How can you help others so they will not make the mistake of letting a fire get away?
6. What were our burning rules this spring? Why?
7. Why are burning permits required?
8. Is that a good rule to have?

ANDY AND MIKE

1. Why did Kathy do wrong when she accused Mike?
2. Did the squirrel do wrong?
3. Where did Kathy have her party?
4. Do you think Mike and the squirrel were invited?
5. Why?

ABILITY TO APPLY ORDERLY PROCEDURE

A BIG SHIP IN THE NEWS

C - 3

Arrange the sentences in proper sequences:

1. It is a freight ship.
2. A new ship is traveling.
3. The new ship can go in narrow places.
4. It can travel in the big ocean, too.

Fill the blanks:

1. A new _____ is traveling.
2. It is a _____ ship.
3. It travels from the _____ to the ocean.
4. The new ship can carry many kinds of _____.

BIG BOXES CARRY FREIGHT

Match the words that mean the same. Write the word from column two that matches a word in column one.

- | | |
|-------------------|---------------|
| 1. machines _____ | a. cartons |
| 2. boxes _____ | b. cargo |
| 3. freight _____ | c. transports |
| 4. trucks _____ | d. cranes |

HELICOPTERS SPRAY FIRES

Write the word that answers the question correctly:

1. What do helicopters use to put out fires? _____
2. How do helicopters put out fires? _____
3. Where do helicopters spray the fires? _____
4. What helps men to put out fires? _____

ANDY AND MIKE

1. Kathy looked at the cake.
2. Kathy had a birthday.
3. A big hole was in the cake.
4. "The squirrel ate my cake!"

ABILITY TO FORMULATE CONCLUSIONS

C - 2

A BIG SHIP IN THE NEWS

1. Why do big ships come to Duluth.
2. Why don't they come in the winter?
3. Is there any way the harbor could be kept open for shipping?
4. Why do grain trucks continue to haul grain after the ships stop traveling for winter?
5. Why do seasons affect shipping?

BIG BOXES CARRY FREIGHT

1. Report on products that are shipped from Itasca by package freight.
 - a. Where will you get the information?
 - b. What conclusions can you draw concerning the importance of package freight?

HELICOPTERS SPRAY FIRES

1. Why is fall often a bad time for forest fires?
2. Why is hunting season a bad time for forest fires?
3. Why must you be especially careful in the woods during hunting season?
4. How can you protect the lives of others and yourself as well?
5. How might a helicopter help if you were lost in the woods?

ANDY AND MIKE

- Why did Kathy do wrong when she accused Mike?
- Why did the squirrel take the cake?
- Do squirrels have birthday parties?
- Whom do they invite?

POSITIVE APPROACH TO EVERYDAY LIVING

C - 4

A BIG SHIP IS IN THE NEWS

Discuss the part the people of Minnesota play in picturing our country to sailors from other countries.

Sportsmanship
Courtesy
Recognition of language differences
Effect of American litterbugging

HELICOPTERS SPRAYS FIRES

Find out how the helicopter fights fire and report to the class.

What facts do you want to find?
Where can you go to find out?
Who would know the answers to your questions?
Bring resource people in to talk on fire prevention and forest preservation.

Mr. Newstrom : airport manager
Mr. Colburn : president of "Keep Minnesota Green"
Related topics for discussion, reports, field trips
National Forest : Chippewa
State Forest : Superior
Blandin Tree Farm
Paper mill
Blackberry project
Local tree farms and forestry projects

ANDY AND MIKE

Birthday discussions, party plans, manners, obligations
False accusations
Placing the blame for wrong doing
Check on class birthdays and make a birthday calendar

CITIZENSHIP EDUCATION

Many people in special education believe that if there is one area of instruction which needs to be emphasized above all others, it is citizenship training.

Ideally, training in citizenship skills and attitudes is begun at the primary level, developed further at the intermediate level and put into practice at the secondary level with greater student responsibility. This training should be so consistently a part of daily school training that these attitudes will become habitual.

I. Cooperation

A. In the home

1. Respect for the family as a unit, each member sharing and cooperating for the welfare of all.
2. Right attitude toward family as a unit, recognizing parents' authority as necessary control for happy home.

B. In the school

1. Accepting responsibility for self-control necessary in getting along with others.
2. Setting up standards for acceptable behavior.

C. In the community

1. Assuming responsibility for independence in exercising behavior in community activities.
2. Showing respect for those in authority.

II. Responsibility

A. Developing independence in practice of good health habits.

B. Developing right attitudes and understandings of the importance of practicing good health habits and grooming.

C. Further development of right attitudes toward good mental health.

D. Developing proper use of leisure time.

III. Courtesy

A. Establishing the practice of good manners in the home, in the school and in public

IV. Safety

A. In recreation

B. In travel -

1. Developing right attitudes toward restrictions governing safety in crossing streets and on highways.

Citizenship Education (continued)

2. Ability to read, interpret and obey safety signs.
3. Recognize responsibility for practicing safety rules.

C. Right attitude toward protection by police and fire departments.

V. Trustworthiness

A. Continue development of right attitudes toward the importance of honesty.

B. Individuals held responsible for completion of duties.

C. Develop appreciation and recognition of the fact that it is necessary that a job be done well.

VI. Patriotism

A. Further development of attitudes of love, respect and appreciation for government.

B. Teaching (simplified form) -

1. Local government
2. State government
3. National government

C. Develop understandings of the obligations of each individual as a contributing citizen.

1. Law abiding
2. Participating and cooperating
3. Voting
4. Self-supporting

A DEVICE FOR SELF-APPRAISAL

(Sections should be used separately, not as reproduced here since this form would be too confusing and comprehensive)

Cooperation

1. Do I respect the wishes of members in my family? ()
2. Do I respect the wishes of others with whom I work and play? ()
3. Do I control my actions when I can't have my way? ()
4. Do I do my share of work to be done? ()
5. Do I help others whenever I can? ()
6. Do I respect the property of others? ()
7. Do I respect the guidance of parents, teachers, and friends in trying to improve myself? ()

Responsibility

1. Do I keep myself clean and neat? ()
2. Do I care how I look as to posture and grooming? ()
3. Do I practice cleanliness and neatness in my work? ()
4. Do I think clean thoughts? ()
5. Do I speak as a good citizen should speak? ()
6. Do I accept responsibility for finishing my work? ()
7. Do I value the importance of being on time? ()
8. Do I use my spare time in the right way? ()
9. Do I try to help myself as much as possible? ()

Courtesy

1. Am I polite? ()
2. Am I thoughtful and considerate of others? ()
3. Am I willing to take my turn in group situations? ()
4. Am I cheerful and happy in my work and recreation? ()
5. Am I a good loser? ()
6. Do I practice good manners when standing in line, or in entering buildings, halls, trains, or buses? ()

Safety

1. Do I control my actions in recreation so as to protect others as well as myself? ()
2. Can I read and interpret safety signs? ()
- *3. Do I obey safety signs and rules in:
 - a. Crossing streets? ()
 - b. Riding bicycles ()
 - c. Walking on highways? ()
 - d. Public places, halls, buildings, stairs? ()
4. Do I appreciate the protection of the police department? ()
5. Do I respect the work of the fire department? ()

*Each student should have a copy of his city's ordinance regarding bicycle, automobile, and pedestrian traffic.

A Device for Self-Appraisal (continued)

Trustworthiness

1. Am I honest in word and action? ☐
2. Do I accept the blame when I am at fault? ☐
3. Do I keep my promises? ☐
4. Do I recognize the importance of being dependable in what I do? ☐
5. Do I feel the enjoyment that comes from doing a job well? ☐

Patriotism

1. Do I conduct myself as a good citizen so that I am accepted by a society of good citizens? ☐
2. Do I love, respect, and appreciate government as an organization that is necessary in order to have the freedom which I now enjoy? ☐
3. Do I appreciate what government does for me so that I contribute to good government? ☐
4. Do I vote for that which I believe is right for the good of everyone? ☐
5. Am I learning all that I can now to prepare me for the future? ☐

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- Hemphill, E. I., The Flag Salute! What Does It Mean: pocket, D. C. Heath Company, 1956.
- Etiquette of the Stars and Stripes, Fort Dodge, Iowa: Martins Flag Company.
- The Getting Along Series, Frank E. Richards, Publisher, 215 Church Street, Phoenix, New York 13135
- Science Research Associates - pamphlets or booklets.
About You, Family Living Series, Vol. 1, 57 West Grand Avenue, Chicago 10, Illinois, 1952
- Growing Up Socially 1949
- Guide to Good Manners 1952
- You and Your Problems 1952
- Social Skills for Living and Learning, Margaret Neuber. A guide for teachers of educable mentally handicapped. This is an excellent sequential arrangement of learnings set up to meet the developmental needs of the child. The 1959 revision was made after two years of using the 1957 revised guide by Pennsylvania State Summer Workshop, based upon the results of teachers' evaluations, Pennsylvania State University, University City, Pennsylvania.
- Young Citizens League Manual. (a handbook on the YCL for teachers and pupils giving suggestions for organizing, conduct of meetings, committees, constitution and by-laws and a code of ethics for the organization) Department of Public Instruction, Bismarck, North Dakota, 1955 Free.
- National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.
Several publications and a variety of audio-visual materials are available from this organization.

BIBLIOGRAPHY (Citizenship) (continued)

News Map of the Week, 1515 Sedgwick St., Chicago 10, Ill.
Each week a news summary and map is provided. Available in elementary (4th grade) or high school level. \$19.75 annual subscription.

Course of Study - Social Studies, Department of Public Instruction, Bismarck, North Dakota.

Course of Study for the State of North Dakota. Revised edition, 1948, pp 219-226. Grade 1-6.

"Understanding Children's Behavior", Fritz Redl, Bureau of Publications, Teachers College, Columbia University, N. Y., 60¢

Primarily a resource for parents. This is the kind of material which parents will read. Illustrated and concise. Teachers will enjoy it too.

"Getting Along in the Family" Mavor, Bureau of Public Teachers College, Columbia University, N. Y. 60¢

Another resource to hand to parents on occasion.

"Discipline" James R. Hymes, Jr., Bureau of Publications, Teachers College, Columbia University, N. Y. 60¢

A basic booklet for parents and teachers on the nature of child behavior and the approaches to child management. A good "first" book for parents and a reminder for teachers that the motivation of a child to certain behavior may be understood and guided.

"Your Child's Leisure Time" Letton, Bureau of Publications, Teachers College, Columbia University, N. Y. 60¢

A good resource for teachers who plan a unit on use of leisure time. Helps with developing attitudes toward recreation and useful hobbies.

"Strengthening Family Life Education in our Schools", American Social Hygiene Association, 1790 Broadway, N.Y. 19, New York, \$1.00

A resource for the teacher of secondary pupils to assist in development of curriculum for family life education. The teachers of educable mentally handicapped students will find it useful in developing units on the developing social skills, planning for the future, and family living. Excellent bibliography. Teacher would need to select carefully.

BIBLIOGRAPHY (Citizenship) (continued)

Manners Made Easy - Mary Beery, McGraw-Hill Book Company,
New York

A text for secondary pupils which is a good resource for teachers and pupils in the special class. Covers such topics as social poise, manners at home, behavior at school, posture and health, cleanliness, grooming, clothes, conversation, dates and dances, table manners, social correspondence, traveling.

"A Pound of Prevention-How Teachers Can Meet the Emotional Needs of Young Children" James L. Hymes, Jr. The National Association for Mental Health, Inc., 10 Columbus Circle, N. Y. 19, New York 50¢

A pamphlet giving basic suggestions to teachers which help them provide a healthy atmosphere in the classroom and provides clues to prevention of tensions and problem situations. Good for every teacher and especially helpful to the teacher transferring from the regular to a special education classroom.

"Children in the Family - Rivals and Friends", Neisser. Bureau of Publications, Teacher's College, Columbia University, New York. 60¢

A real help to teachers who are seeking to understand the children in their classrooms and to help parents accept and understand their handicapped child.

Foundations of Citizenship Series - written to be read by junior high and senior high retardates. Frank E. Richards, Publisher, 215 Church Street, Phoenix, N. Y. 13135

SOCIAL STUDIES

Social studies is that area of the school curriculum which is concerned with human relationships. The chief goal of social studies in the special education class is community adjustment.

The learning experiences which the school provides for the educable mentally handicapped students must be closely related to the life activities which these students meet now and will meet in the future. The content will develop from the interests and the experiences of the learners.

The school must adjust the experiences for the educable mentally handicapped child to his needs and interests. What is expected of the student must be within his ability to understand and to achieve.

The task of the teacher is two-fold: to recognize individual differences and needs; and to help the class acquire a sense of cohesiveness and self-discipline. Many of these children are capable of becoming at least marginally independent adults. How many of them grow up to be able to be independent will depend considerably on their social learning and attitude development in the special classroom.

Social studies is concerned especially with the successful relationships between the individual and the group. Employability is also dependent upon effective adjustment between the individual and the other people. Some characteristics of employability were listed in an earlier chapter.

For an outline of areas of importance in social studies, the major divisions suggested in The Purpose of Education in American Democracy are being used.

I. The Objectives of Self-Realization

A. Personal health

1. personal care and grooming
2. keeping it in relation to nutrition, dental care, exercise and rest
3. simple study of the main organs of the body as related to function and care
4. prevention and care of communicable diseases
5. dating
6. etiquette

B. Public Health

1. community agencies and how to use them
2. safety practices and procedures - pedestrian and bicycle safety; know city law

C. Character

1. personal responsibility for behavior
2. cooperation with peers
3. cooperation with those in authority

¹The Purposes of Education in American Democracy, Washington, D. C. Educational Policies Division of the NEA of the U.S.A.--and the American Association of School Administrators--1958

SOCIAL STUDIES (continued)

II. Objectives of Human Relationship

- A. Respect for humanity - acceptance of own limitations and limitations of others
- B. Courtesy (consideration for others)
- C. Appreciation of the home
 - 1. being a contributing member in sharing responsibility
 - 2. living within the family's financial means
 - 3. appreciation of democracy in the home
 - 4. first aid in and around the home
- D. Homemaking - home economics, shop and art departments

III. Objectives of Economic Efficiency

- A. Exploration of occupational opportunities in the community
 - 1. class experiences
 - 2. field trips
 - 3. resource persons and materials
- B. Vocational Training - coordinate part-time work with social studies (page 93 has more suggestions with respect to vocational training)
- C. Personal economics
 - 1. consumer judgment - wise and economical buying
 - 2. realistic appraisal of earning power

IV. Objectives of Civic Responsibility

- A. School citizenship
 - 1. orientation to building and personnel
 - 2. selection of room representative to student council
 - 3. knowledge of school organization in which we may participate such as pep club, chorus, dramatic club.
 - 4. assistance we can make to the school such as running movie and slide projectors for other classes, planting and keeping flower beds on school grounds.
 - 5. knowledge of school rules and a sense of obeying because this is better for the whole group.
- B. Community Citizenship
 - 1. knowledge of life in the immediate community
 - 2. acceptance of community laws
 - 3. acceptance of all individuals
 - 4. community organizations to which educable mentally handicapped can belong and become working members such as YMCA, YWCA, Scouts, Church groups, ball teams, garden clubs, recreation centers
- C. Political Citizenship
 - 1. practice of democratic principles in school
 - 2. knowledge of the history of our country with the emphasis on the democratic way of life
 - 3. information about different parts of our nation and especially of our own state
 - 4. development of an interest in current events
 - 5. development of ability to read maps and locations
 - 6. development of a concept of distance
 - 7. information concerning economic interdependency in a democracy

Social Studies (continued)

- D. The World Around Us - to be presented through current affairs
 - 1. places in the news
 - 2. resources for food, shelter and clothing
 - 3. weather and climate
 - 4. interdependence of people in the world
 - 5. communication
 - 6. transportation
- E. Recreation - proper use of leisure time
- F. Transportation and Communication

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Chapter 6 - deals with the problems of teaching the slow learner and the educable mentally retarded. This chapter sets forth goals for teacher and pupil in an activity-experience program.

Havighurst, Robert, Human Development and Education, Longmans, Green and Company, Inc. 1953

Chapter 1 - deals with the developmental tasks of adolescence. This is for all teachers.

Otto, Henry J., Social Education in the Elementary Schools. Rinehart and Company, 1956

Otto divides the social studies curriculum into experience units such as clothing, health, safety, shelter, etc. In many ways this book is a philosophy of education which can be used by all teachers.

Preston, Ralph C., Teaching Social Studies in the Elementary Schools, New York: Rinehart and Company, Inc., 1958.

Course of Study for the Elementary Schools, Bismarck, N. Dak.:

State Department of Public Instruction, State of North Dakota, Revised Edition, 1963. Social Studies, grade 1-6, Department of Public Instruction, Bismarck

National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois

Several publications and a variety of audio-visual materials are available from this organization.

News Map of the Week, 1515 Sedgwick St., Chicago 10, Ill.

Each week a news summary and map is provided. Available in elementary (4th grade) or high school level. \$19.75 annual subscription.

Social Studies (Continued)

Singer Social Studies Series, Hunnicutt et al,
The L. W. Singer Company, Inc.
249 West Erie Boulevard, Syracuse, N. Y. 13202

The Community, Kindergarten through sixth, Children's
Press, Inc., 1224 West Van Buren Street, Chicago, Ill. 60607

Target Series, Mafex Associates,
Box 114, Ebensburg, Pa.
A series for social skills and citizenship, group
activity.

ARITHMETIC

Because of the extreme range of individual differences to be found in any class of educable mentally handicapped pupils, it is advisable to set up desired outcomes in terms of "competencies" within which each pupil should develop skill as far as he is able to go. The competencies selected are minimal. They are simply a beginning, a framework upon which a teacher may weave his own tapestry in arithmetic.

Areas in which an individual must have demonstrable competency in order to participate in our society even on the most minimal level are: (1) arithmetical facts and processes, (2) money, (3) time, and (4) measurement.

- I. Arithmetical Facts and Processes -- Basic to all arithmetic competency are arithmetical facts and processes. In teaching arithmetic, it is essential to bear in mind the fact that numbers have meaning for the retarded child only as they relate to something concrete. This is why using arithmetic processes within unit activities is most useful. Important concepts and skills are:
 - A. Recognition of number and number symbols
 1. The ability to count, to know what number comes before and after a given number.
 2. The ability to discriminate and compare size and quantity.
 3. The ability to recognize Arabic numerals
 - B. Simple addition and subtraction, multiplication and division.
 - C. Common Fractions.
 1. halves, thirds and fourths
 2. tenths and hundredths in connection with money and decimals.
 - D. Handling money - limited to handling money and understanding paycheck deductions, taxes and savings.
- II. Time -- Important concepts and skills regarding time are:
 - A. Use and understanding of clock and calendar.
 1. hours, minutes and seconds
 2. days, months and years
 3. seasons
 4. time relationships i.e. 60=a minute; 24 hours =a day, etc.
 - B. Punctuality and its importance
 - C. Time, work, and wages -- their relationships.
 - D. Schedules
 1. daily
 2. weekly
 3. for a year
 - E. Technical function of time in cooking, industry and sports.
 1. recipes, timed
 2. transportation schedules
 3. races and games

Arithmetic (continued)

- III. Money -- The desired competencies with respect to money are:
- A. Recognize and understand coins, currency and checks.
 - 1. Distinguish coins and bills; know relative values of each
 - 2. Understand purchase price, sales tax and making and verifying change.
 - 3. Understand pay checks, withholding taxes, and savings accounts.
 - B. Understand payment for work, purchase of things to satisfy needs, and provisions for security (savings, insurance)
 - 1. simple and reasonable household budgeting--pay check must cover all expenditures.
 - 2. checking account
 - 3. wholesale and installment buying
 - a. recognize tricky or false advertising
 - b. understand that installment buying is necessarily more expensive.
- IV. Measurement -- The desired competencies in measurement are:
- A. The ability to understand tools of measurement; ruler, tape measure, yardstick, measuring cup, spoons and scales.
 - B. The ability to understand and use terms of measurement
 - 1. distances and areas
 - a. miles, blocks, acres
 - b. feet and inches
 - 2. dry and liquid measures
 - a. cups, pints, quarts, gallons
 - b. bushels and barrels
 - C. The ability to understand and use measurements that are a part of environment or vocational training.
 - 1. height, weight and width of objects
 - 2. maps and graphs (road maps, maps of local community)
 - 3. local distances (home to school)
 - 4. measures in cooking, sewing, carpentry and mechanics.

BIBLIOGRAPHY (Arithmetic)

- Imma Whiz, Addition and subtraction, multiplication and division, Kenworthy Educational Service, Buffalo, N. Y.
- Magic Slate, Number Practice, Addition and subtraction, multiplication and division, Strathmore Company, Aurora, Ill.
- Fun With Numbers, Addition and subtraction, multiplication and division; Exclusive Playing Card Company
- Growing Up With Numbers, McCormick-Mathers Workbooks, Northern School Supply, Fargo, North Dakota

BIBLIOGRAPHY (Arithmetic) (continued)

Smith, Gale, Practice Patterns, Fowler, Indiana: Benton Review, Publishing Company, Inc.

The Round Up Game, Ideal School Supply Company, 8316-40, Birkhoff Avenue, Chicago 20, Illinois.

Jollytime Dominoes, Milton Bradley Company, Springfield, Massachusetts.

Money Makes Sense: Arithmetic Charts Handbook. Fearon Publishers, Inc., 2263 Union Street, San Francisco 23, Calif. Flannel Board Teaching Aids; 100 Blackboard Games. This corporation will be publishing materials that are exclusively for special education. Every special education teacher will want to be placed on their mailing list.

Jolles, I., and Southwick, S., A Clinical Approach to the Training of the Mentally Handicapped, Quincy, Illinois (unpublished manuscript) 1960.

Ideal Visual Aids for Arithmetic, Colburn School Supply Co., Grand Forks, N. Dak.

Counters, Abacus, Cohere-o-graph (with figures) flannel graph. Hundred board, hundred-spool number board, spinner, etc., Educational Dept. The John C. Winston Co., 1010 Arch Street, Philadelphia 7, Pa.

Arithmetic Books, Devices and Materials.

Arithmetic Books - Lennes-Rogers-Traver, Arithmetic Readiness, Part I-The simpler addition and subtraction combinations. Part 2-All addition and subtraction-Uses adding by endings-must be careful as some involved carrying. Both provide drill sheets. Laidlaw Bros., Chicago. Available from No. School Supply, Fargo, North Dakota.

Working With Numbers, Benbrook Forester Shea. Book 1, Teaching the numbers, Book 2, Addition and Subtraction. Book 3, Introduces borrowing, carrying, division and multiplication. All books and problems are illustrated in color. Steck Co. Austin, Texas.

Each special education teacher should have catalogs of the following concerns. Together they have a variety of materials that is too large to list in a bibliography:

Kenworthy Educational Service, Buffalo, N. Y.

Strathmore Company, Aurora, Ill.

Exclusive Playing Card Company, Chicago 5, Ill.

Ideal School Supply Company, 8316-40 Birkhoff Ave., Chicago 20, Ill.

Milton-Bradley Company, Springfield, Illinois

BIBLIOGRAPHY (Arithmetic) (continued)

F. A. Owen Publishing Company, Dansville, N. Y.
Science Materials Center, 59 Fourth Ave., New York 3, N. Y.
Science Research Associates, Inc., 259 E. Erie St.,
Chicago 1, Ill.
Creative Playthings, Inc., 5 University Place, New York 3,
New York
The Judy Company, Minneapolis 2, Minn.
Melmont Publishers, Inc., 310 S. Racine Ave.,
Chicago 7, Illinois
The Garrard Press, Champaign, Ill.

COMMUNICATION SKILLS

Elementary age educable mentally handicapped children will begin pre-reading and communication activities in the classroom at nursery or kindergarten levels depending on their mental ages. A junior high school class that has come through the Elementary Special Education Program will continue to build on the achievements of the previous year. The level of expectancy in the social and physical competencies should become nearly equal to the norm of others of equal chronological age. In academic achievement the goals should be no higher than those set for others of equal mental age. The predictive chart (shown on p. 32) will help to determine the progress in the communication skills which may be expected of the mentally handicapped provided they are well adjusted socially and emotionally.

Most normal children are ready for reading experiences at the mental and chronological age of $6\frac{1}{2}$ to 7, about the time they enter first grade.

Goals for the development of communication skills should be to:

1. Keep the work functionally useful and concrete.
2. Train to improve
 - a. Listening skills
 - b. Observation skills
 - c. Skills in interpreting ideas into speech and writing

Inability to communicate effectively may be due to speech defects which sometimes may be corrected or modified through therapy. Often the inability is of emotional origin due to previous failure or premature exposure to academic work. The degree of retardation is important when attempting to improve communication skills since more maturity may be needed before there can be effective learning

I. The basic skills:

Primary and intermediate ages, chronologically speaking, should spend a great amount of time in developing the basic skills:

1. Learning to listen.
2. Learning to see and to make visual discriminations
3. Development of social skills and poise.
4. Development of manual dexterity and coordinations
5. Building of good attitudes toward authority, work, others
6. Development of a good hearing and speaking vocabulary through many meaningful experiences.

II. The development of attitudes and reading skills:

1. Getting the attention. Curiosity and extrinsic motivation may produce intrinsic motivation, but an iron hand in a velvet glove is often needed to produce the attention basic to learning.
2. Listening:
 - a. Courteous listening when anyone is speaking
 - b. Purposeful listening to directions to get sequence, content, to reproduce in speech or writing.

COMMUNICATION SKILLS (continued)

- c. Development of ability to discriminate between sounds is highly essential in phonetic skills and spelling.
 - d. Train to hear and remember long enough to reproduce in speech or writing such things as telephone numbers, license plate numbers, house and street addresses, grocery lists, messages.
 - e. Listening for answers to questions, familiar words,
3. Specific training in visual discrimination.
- a. Seeing likeness or differences
 - b. Seeing patterns and rhythms
 - c. Seeing the whole and details of pictures, getting meaning from pictures, arranging in sequence.
 - d. Develop ability to see and recognize shapes, numbers, words rapidly and accurately.
4. Specific training in talking
- a. Acceptance of nervousness, techniques for overcoming.
 - (1) have something in one's hand to talk about
 - (2) think about helping the one to whom you are speaking
 - (3) center attention on something
 - b. Set up standards of courteous speech.
 - c. Practice a pleasing voice, develop poise from practice with peers, adults, visitors, supervisors of work.
 - d. Training in polite usage of words toward others, well adjusted people have no need to downgrade anyone.
 - e. Training in speech patterns that help to develop good relations, compliments and courteous expressions.
 - f. Introductions
 - g. Telephone conversations
 - h. Delivering messages
 - i. Applying for a job
 - j. Giving directions to find locations
 - k. Telling how to play a game and make toys
 - l. Reporting experiences
 - m. Telling jokes or riddles
5. Specific experiences in interpreting into writing that which ones sees, hears, or thinks and can say.
- a. Experience charts
 - b. Copying accurately from an experience chart
 - c. Development of penmanship skills
 - d. Letter writing
 - e. Making of grocery lists
 - f. Making out catalog orders
 - g. Filling application blanks
 - h. Writing checks, keeping spending records
 - i. Answering ads
 - j. Make posters-for sale, for rent, notices, safety posters
6. Functional Reading
- a. Signs of everyday life
 - b. Grocery advertising
 - c. Driver education materials

COMMUNICATION SKILLS (continued)

- d. Safety regulations
 - e. Classified columns
 - f. Telephone Directories, classified section
 - g. City and road maps
 - h. Cooking and baking recipes
 - i. Catalog descriptions of desired articles
 - j. Newspaper reports
 - k. Job assignments
7. Developmental Reading -- Good basic reading series should be chosen for high interest, low vocabulary content. Most companies are including in their manuals instructions for use with reluctant readers. Or, a systematic phonetic program may be followed with practice readers for other word-attack skills using recreational library reading books for individualized reading schedules. Reading for enjoyment should be a major goal while at the same time the learning skills are developed and practiced. Some of these learning skills are:
- a. Skill in locating information
 - b. Develop ability to select and evaluate information
 - c. Work for comprehension of what is read
 - d. Develop ability to remember what is read
 - e. Develop concentration skills

Games and various learning devices are available from many supply firms. They must be used extensively.

BIBLIOGRAPHY (Communication Skills)

- Abingdon Cokesbury Press, 150 5th Ave., New York 11, N. Y.
Henderson, Cats for Kansas, grade level 2, interest level 2-5
Buck, Country Boy, grade level 3, interest level 3-4
Sprinkle, A House for Leander, grade level 3, int. level 2-4
Tippett, Tools for Andy, grade level 3, interest level 1-3
Burquist, Speckles Goes to School, grade level 2, int. level 1-5
- American Book Company, 351 East Ohio St., Chicago 11, Ill.
Baldwin, Fifty Famous People, grade level 4, int. level 4-9
Betts, Over a City Bridge, grade level 2, interest level 2-5
Betts, Down Singing River, grade level 2, interest level 2-5
Betts Basic Reading Series - ask for list of others)
- Beckley-Cardy Company, 1632 Indiana Ave., Chicago 15, Ill.
Aldredge, Timbertoes, grade level 1, interest level 1-3
Aldredge, Apron Strings and Rowdy, grade level 2, int. level 1-5
Battle, Jerry Goes Fishing, grade level 1, int. level 6
Battle, Jerry Goes to the Circus, grade level 2, int. level 1-5
Chandler, Cowboy Sam Series, grade level 1, int. level 6
(15 books with workbooks)
Comfort, Children of the Colonies, grade level 4, int. level 4-8
Comfort, Children of the Mayflower, grade level 4, int. level 4-8
Comfort, Flatboats and Wagon Wheels, grade 4, int. level 4-8
- Benefic Press (Publishing Division of Beckley-Cardy Company) 1900 N. Narragansett, Chicago 29, Ill.
Battle, Jerry Series, (5 titles), pp-3, interest level 6
Cordts, Tommy O'Toole Books (3 titles), 1-3, int. level p-6
Coron, Air-age Books (5 titles), 2-3, int. level 3-8
Darby, What Is It Series, (primary), grade level 1-4, int. 1-8
Darby, What Is It Series, grade level 4-8, int. level 8
Hurley, Dan Frontier Stories (6 titles) pp-3, int. level 2-6
Recreational Social Studies
Outdoor Adventure Series
American Indian Books - social studies series
Home Environment Series
Pioneer Series
American Farm Series
The How Series
Children of Early American Series
Successful Living Series
(send for catalogue)
- Bobbs-Merrill Company, 724 N. Meridan St., Minneapolis, Minn.
Send for catalogue. Many titles are available of high interest, low vocabulary biographies of famous people, grades 3 and 4, interest to grade 9.

BIBLIOGRAPHY (Communication Skills, continued)

- Children's Press, Inc., Jackson Blvd. and Racine Ave., Chicago 7, Ill.
Erickson, The True Book of Animals of Small Ponds,
grade level 4, interest level 4-7
Fisher, You and the United Nations, grade level 4,
interest level 4-7
Friskey, Captain Joe, grade level 4, interest level 4-7
Greene, the "I Want to be" books (30 titles) grade level 1,
interest level 3
Pondendorf, The True Books (52 titles) grade level k-3,
interest level 5
- Thomas Y. Crowell Co., 432 4th Ave., New York 16, N. Y.
Bulla, Eagle Feather, grade level 3, interest level 3-5
Bulla, Riding the Pony Express, grade level 4, int. level 4-8
Meadowcroft, On Indian Trails with Daniel Boone,
grade level 4, interest level 4-9
- John Day Company, Inc., 210 Madison Ave., New York 16, N. Y.
Buck, The Dragon Fish, grade level 4, interest level 4-8
- Dinuba High School, 2-35 #. Sierra Way, Dinuba, Calif.
Tripp, Reading for Safety
Tripp, Common Signs of Community Service and Safety
Tripp, I Want A Driver's License
- Exceptionale Products Corporation, P. O. Box 6406, Richfield
Branch, Minneapolis 23, Minn.
Signs of Everyday Life - Cat. #ETA-5-1
- The Garrard Press, 1919 W. Park, Champaign, Ill.
Dolch, Basic Vocabulary Series (ask for titles) gde. 3, int. 3-7
Dolch, Pleasure Reading Series (ask for titles) gde. 4, int. 4-8
- Ginn and Company, 2301 Prairie Ave., Chicago 6, Ill.
Basic Reading Series
- Greenberg Publishers, 201 East 57th St., New York 22, N. Y.
Chapman, Girl's Book of Spring, grade level 4, int. level 4-9
- Grosset and Dunlap Inc., 1107 Broadway, New York 10, N. Y.
Zaffo, The Big Book of Real Streamliners, grade level 5,
interest level 1-8
(ask for titles of high interest, low vocabulary books)
- E. M. Hale & Company, Publishers, 320 Barstow St., Eau Claire, Wis.
(ask for the following series of books)
Allabout Books
Cadmus Books
Landmark Books
Magic Window Books
Through Golden Window Books

BIBLIOGRAPHY (Communication Skills - continued)

Harcourt, Brace and Company, Inc., 383 Madison Ave., New York 17, NY

Bronson, Hooker's Holiday, grade level 3, int. level 2-7

Goetz, The Burro of Barnegat Road, grade level 4, int. level 3-8

Haywood, Penny and Peter, grade level 3, interest level 2-6

Haywood, Here's a Penny, grade level 3, int. level 2-6

Haywood, Betsy and Billy, grade level 3, int. level 2-6

Haywood, Betsy's Little Star, grade level 3, int. level 2-6

Haywood, Eddie and the Fire Engine, grade level 3, int. level 2-6

Johnson, Sir Lancelot Scamp, grade level 3, int. level 3-6

Lattimore, Peachblossom, grade level 3, int. level 3-8

Scott, Mr. Doodle, grade level 3, interest level 2-6

Scott, Little Weiner, grade level 3, interest level 2-6

Scott, Rip and Royal, grade level 3, interest level 2-5

Scott, Molly and the Tool Shed, grade level 1-3, int. level 1-4

Harper and Brothers, 49 E. 33rd St., New York 16, N. Y.

Brown, The Sleepy Little Lion, grade level 2, int. level 1-4

Kraus, A Hole Is To Dig, grade level 2, int. level 2-6

White, Charlotte's Web, grade level 5, int. level 5-9

Harr Wagner Publishing Company, 609 Mission St., San Francisco 5, Calif.

The Deep Sea Adventure Series:

The Sea Hunt, grade level 1, interest level 3

Treasure Under the Sea, grade level 2.1, int. level 5

Submarine Rescue, grade level 2.2, interest level 5

The Pearl Divers, grade level 3.1, interest level 8

Frogmen in Action, grade level 3.2, interest level 8

The Jim Forest Readers (6 titles) from 1.7 to 3.1 in ability, to 6 in interest

D. C. Heath Company, 1815 Prairie Ave., Chicago, Ill.

Baruch, Dumbo of the Circus, grade level 3, int. level 1-8

Baruch, Walt Disney's Pinocchio, grade level 3, int. level 1-6

Brown, Donald Duck and His Friends, grade level 3, int. 1-8

Brown, Little Pig's Picnic, grade level 3, interest 1-6

Brumbaugh, Here They Are, grade level 1, int. level 1-8

Disney, Donald Duck and His Nephews, grade level 2, int. 1-8

Disney, Water Babies' Circus and Other Stories, grade level 2, interest level 1-5

Emerson, School Days in Disneyville, grade level 3, int. 1-8

Palmer, Mickey Never Fails, grade level 3, int. level 1-8

Purnell, Walt Disney's Bambi, grade level 4, int. level 3-7

Witty, Sandy, grade level pl, interest level 1-4

Holiday House Inc., 3 West 13th St., New York 11, N. Y.

Black, Dusty and His Friends, grade level 3, int. level 3-6

Black, Maggy, A Mischievous Magpie, grade level 3, int. 3-5

BIBLIOGRAPHY (Communication Skills, continued)

- Henry Holt and Company, Inc. 383 Madison Ave. New York 17, N. Y.
Norling, Pogo's Lamb, grade level 3, interest level 3-6
Norling, Pogo's Letter, grade level 3, interest level 3-6
Norling, Pogo's Mining Trip, grade level 3, int. level 3-6
Norling, Pogo's Sea Trip, grade level 3, int. level 3-6
- Houghton Mifflin Company, 2500 Prairie Ave., Chicago 16, Ill.
McKee, Basic Reading Series
- Joulitta, "A List of Books for Retarded Readers," Elementary English, Feb. 1961, p. 79
- The King Company, 4609 N. Clark St., Chicago 40, Ill.
SER-59 Factual Reading - ask for list, high interest, low vocabulary. Many titles for all grade levels. True books and First Books.
- Alfred A. Knopf Inc., 501 Madison Ave., New York 22, N. Y.
Brock, Sunrise Ballon, grade level 2, interest level 2-4
- Laidlaw Brothers, Inc., 328 Jefferson St., Chicago 6, Ill.
Yoakum, Stories We Like, grade level 2, interest level 1-5
Yoakum, Making Storybook Friends, grade level pl, int. 1-5
- J. P. Lippincott Company, 227 S 6th, Philadelphia 5, Pa.
Leming, Fun For Young Collectors, grade level 4, int. level 6
L'Hommedieu, Scampy, grade level 2-3, interest level 2-6
- Little Brown and Company, 34 Beacon St., Boston 6, Mass.
Sellow, Adventures With the Giants, grade level 4, int. 4-12
- Lothrop, Lee and Shephard Company, Inc., 419 4th Ave., N.Y. 16
Hurd, Old Silversides, grade level 2-3, interest level 3-5
Rifkin, When I Grow Up I'll Be a Nurse, grade level 4, int. 4-9
Rifkin, When I Grow Up I'll Be a Flyer, grade level 4, int. 4-9
- Longman's Green and Company, Inc., 55 5th Ave., New York 3, N. Y.
Johnson, Cathy, grade level 4, interest level 3-8
- Lyons and Carnahan, 2500 Prairie Avenue, Chicago 16, Ill.
Bond Developmental Reading Series,
There is a Classmate or simplified versions of each reader from one third grade and up. These are ideal for Special Classes because the interest level is for older children while the vocabulary is easier.
- The Macmillan Company, 60 5th Ave., New York 11, N. Y.
Gates, Basic Reading Series
Lent, Aviation Series
Anderson, Blaze and the Forest Fire, grade level 3, int. 1-6
Anderson, Blaze Finds the Trail, grade level 3, int. 3-6
Gates, The Ranch Book, grade level pl, interest level 1-9
Gates, Rusty Wants a Dog, grade level p, int. level 1-6
Gates, Smoky The Crow, grade level 2, interest level 2-9
(ask for other titles)

BIBLIOGRAPHY (communication skills, continued)

Melmont Publishers, Inc., A Children's Press Company, Jackson Blvd, & Racine Ave., Chicago

Send for catalogue. All books are the same price. High interest and low vocabulary.

David McKay Company, 225 Park Ave., New York 17, N. Y.

Warren, Ride Cowboy Ride, grade level 4, int. level 4-8

McKnight and McKnight, 109 West Market St., Bloomington, Ill.

Rhodes, Moonlight and Rainbow, grade level pl, int. 1-4

Charles E. Merrill Company, Inc., 11 West 42nd St., New York 18,

Johnson, Wonderful America, grade level 3, int. level 3-10

Johnson, Onward America, grade level 4, interest level 4-12

Little Wonder Books (15 pamphlets - each level)

Each book is on one subject. Excellent for use in unit work.

William Morrow and Company, Inc., 425 4th Ave., New York 16, N.Y.

Barnum, The Little Old Truck, grade level 3, int. level 5-8

Beim, Country Fireman, grade level 2, int. level 2-5

Beim, Country Garage, grade level 2, int. level 2-4

Cook, Waggles and the Dog Catcher, grade level 3, int. 3-5

Eaton, Washington, The Nation's Hero, grade level 2, int. 2-4

Johnson, Briar, A Collie, grade level 3, int. level 3-5

Johnson, Joe and Patches, grade level 3, int. level 3-8

Zim, Snakes, grade level 4, int. level 4-6

Oxford University Press, 114-5th Ave., New York 11, N. Y.

Carroll, Peanut, grade level 2, interest level 2-4

Chase, Wicked John and the Devil, grade level 4, int. level 4-6

Paxton Slade Publishing Company, New York

Gletcher, Space Time Rockets, grade level 2, int. level 2-6

Random House, Inc., 457 Madison Ave., New York 22, N. Y.

Moore, Old Rosie, The Horse That Nobody Understood, grade level 2, int. level 2-4

Moore, The Terrible Mr. Twitmeyer, grade level 3, int. 3-12

Seuss, Horton Hatches The Egg, grade level 3, int. level 3-12

Seuss, McIlligot's Pool, grade level 4, int. level 4-6

Rand McNally and Company, Box 7600, Chicago 80, Ill.

Cavanah, Our Country's Story, grade level 4, int. level 4-9

Reader's Digest Educational Division, Reader's Digest Services, Inc., Pleasantville, N. Y.

Reader's Digest Reading Skill Builders for reading levels 2 through 8

BIBLIOGRAPHY (Communication Skills, continued)

- Row Peterson Company, 1911 Ridge Ave., Evanston, Ill.
Literary Readers, The Wonder Story Books (6 titles) 1-6
Real People Series
Pamphlets in sets, biographies 4-8
- P. G. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.
Fishel, Terry and Bunky Play Baseball, grade level 3,
int. level 3-8
Fishel, Terry and Bunky Play Football, grade level 3,
int. level 3-8
- Benjamin H. Sanborn Company, 5557 Northwest Highway, Chicago 30,
Pratt, Fun For You, grade level pl, int, kevek 1-4
Pratt, Read Another Story, grade level pl, int. level 1-5
Pratt, Have You Read, grade level 2, int. level 1-4
- Science Research Associates, 259 E. Erie St., Chicago 11, Ill.
Rochester Occupational Reading Series, Syracuse University
Press.
Each unit has three books at three levels of difficulty.
Level One - second grade difficulty
Level Two - third or fourth grade
Level Three - fourth or fifth
Gas Stations, Restaurants, Cafeterias, Bakeries, Super-
markets and Truck Farming
- Scott Foresman Company, 433 East Erie St., Chicago 11, Ill.
Jensen, The Flying Trunk, (A Translation of Hans Christian)
grade level 3, int. level 3-8
Faulkner, Hidden Silver, grade level 3, int. level 3-8
Obermeyer, The Six Robbins, grade level 3, int. level 3-8
Warner, 1001 Nights, grade level 3, int. level 3-8
Warner, The Boxcar Children, grade level 3, int. level 3-8
Warner, Surprise Island, a sequel, grade level 3, int. 3-8
Warner, The Yellow House Mystery, a sequel, grade level 3,
int. level 3-8
- Simon and Schuster, Inc., 630 5th Ave., New York 20, N. Y.
Disney, Donald Duck's Toy Train, grade level 2, int. level 2-6
Krause, I Can Fly, grade level 3, int. level 2-4
- Steck Company, 9th and Lavaca Street, Austin 1, Texas
Woodland Adventure Series (8 titles) pp to 6
- Charles Scribner's Sons, 1006 S. Michigan Blvd., Chicago 5, Ill.
Agle, Three Boys and a Lighthouse, grade level 3,
int, level 3-5
Agle, Three Boys and A Tugboat, grade level 2, int. level 2-4
Dalgliesh, The Bears On Hemlock Mountain, grade level 4,
int. level 4-9
Moore, Building Our Communities, grade level 4, int. level 4-12
Sickels, That Boy Johnny, grade level 4, int. level 4-6

BIBLIOGRAPHY (Communication Skills, continued)

- William R. Scott, Inc., 8 West 13th St.,
Schneider, How Big Is Big, grade level 3, int. level 3-8
Schneider, Let's Find Out, grade level 3, int. level 3-9
Webber, Anywhere In The World, grade level 4, int. 4-7
- The University of Chicago Press, 5832 Ellis Ave. Chicago 37, Ill.
Growing Up With Books (order book list)
- The Viking Press, 18 E. 48th St., New York 17, N. Y.
Bemelman, Madeline's Rescue, grade level 3, int. level 3-6
Clark, Looking For Something, A Burro of Ecuador, grade
level 1, int. level 3-6
Dennis, The Pup Himself, grade level 3, int. level 3-6
Dougherty, Andy and the Lion, grade level 3, int. level 2-7
- Franklin Watts, Inc., 699 Madison Ave., New York 21, N. Y.
Brewster, The First Book of Cowboys, grade level 3,
int. level 3-5
- Webster Publishing Company, 1154 Reco Ave., St. Louis 26, Mo.
Kottmeyer, The Everyreader Series, grade level 4,
int. level 4-12
Kottmeyer, The Junior Everyreader Series, grade level 3,
int. level 3-12
Science Adventures
Practice Readers - Manual, score sheets, answer sheets
(send for catalogue)
- My Weekly Reader Education Center, Columbus 16, Ohio
My Weekly Reader:
News Story & Science Reading Adventures 3 and Independent
Activities 3
News Parade, Science Reading Adventures 4 and Independent
Activities 4
World Parade, Science Reading Adventures 5 and Independent
Activities 5
News Report, Science Reading Adventures 6 and Independent
Activities 6
- Wheeler Publishing Company, 161 East Grand Ave., Chicago 11, Ill.
American Adventure Series - autobiographies (8 titles) grade
levels 3-6, int. level 3-10
These may be used by some older children. Some of the
books provide good information for older mentally retarded
children to hear. These children need to be read to.

READING MATERIALS

Dolch Materials, The Garrard Press, Champaign, Illinois.
Books and games to use in teaching remedial reading.
Several of matching games which most children can use
with little or no supervision.

Pictorial Word Building Cards, Milton Bradley Co.,
Chicago 5, Illinois

Vocabulary Builders, Silent Teacher Series.
Children first match words. Later they can put
the work with the correct picture of the object.
Good for periods when the teacher is working with
the other children. Available from Northern
School Supply, Fargo, North Dakota

My First Dictionary, (The beginners Picture Word Book)
Laura Oftedahl and Nina Jacob, Grosset and Dunlap,
New York.
Stanwix House, Inc., 3020 Chartiers Ave., Pittsburgh 4. Pa.
Functional Basic Reading Series:
Off to Work
Something To Do

Pacemaker Story Books, 828 Valencia St., San Francisco 10,
Calif. 1963

Target Series, Mafex Associates, Box 114, Ebensburg, Pa.
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SCIENCE

Science is a subject that is of great interest to educable mentally handicapped students. It is not possible to teach the science they will need from one text. This guide suggests minimal concepts which can best be taught through the unit approach, using texts and audiovisual materials for effectiveness.

The use of the unit method of teaching is particularly well adapted to educable mentally handicapped children. Through such an approach each child in a classroom, even though working at different levels in their reading and numbers, can contribute information and learn through the experience of the classroom unit. The unit chosen may grow out of the interests of the children and should be broad enough to cover several areas of study and information.

Suggestions for junior-senior high school units which have come from children themselves include:

The World We Live In (Physical element . and how we use water, air, soil, etc)
Transportation (Old Methods and New)
Jobs of Our Town (Exploration of Local employment)
Living with Ourselves and Others (Learning about fear, anger, pride, self-control, what people expect, what community resources help us, etc.)

It is suggested that all content material outlined below can be taught and strengthened through this approach.

- I. Science Concepts Regarding Animals -- At this point the educable mentally handicapped student has the understandings that (1) there are many kinds of animals (2) animals help us get food and he understands how animals get their food.
 - A. Some animals help in the garden
 1. Study and observation of specimens
 2. The helpfulness of certain common garden animals
 - B. How farm animals are useful.
 1. Provide food, clothing and services
 2. Animals that make good pets
 - C. Animals that live and work together in towns
 - D. Some animals may be enemies
 1. Study of snakes as needed for protection
 2. Common animals which are enemies.
- II. Concepts regarding plants
 - A. Our dependence on plants
 - B. How plants grow seeds
 - C. How seeds scatter
 - D. Work of roots and stems
 - E. How to grow new plants

SCIENCE (continued)

III. Concepts Regarding Weather

- A. Different kinds of weather caused by changes in temperature of the air
- B. The sun gives us warmth and light
- C. Weather reports help us plan for changes
 - 1. Houses
 - 2. Clothes
 - 3. Gardens and farms
- D. What causes snow?
- E. What causes rain?
- F. What causes fog, frost and dew?

IV. Science Concepts Regarding the Body

- A. Good foods and nutrition
 - 1. Kinds of food
 - 2. Planning menus
- B. Germs and preventing disease
 - 1. Need to keep foods clean
 - 2. Inoculations to prevent disease
 - 3. How to get rid of flies and mosquitoes
- C. Personal health habits
 - 1. Right clothes for occasion
 - 2. Shampooing the hair
 - 3. Body and clothes free from odor
 - 4. Cutting fingernails and toenails
 - 5. Posture for health and appearance
 - 6. Alcohol and narcotics
- D. Care of skin, nose and teeth
 - 1. Preventing pimples, sunburn and skin infection
 - 2. Preventing ear injuries
 - 3. Preventing eye injuries and removing objects from eyes
 - 4. Dental care

V. Science Concepts Regarding Chemistry

- A. Fire needs fuel, heat to start and oxygen to keep burning
 - 1. Ways of extinguishing fire
 - 2. Use of fire extinguisher
- B. Organic substances disintegrate through oxidation; prevention of oxidation
 - 1. Refrigeration
 - 2. Painting
- C. Valuable everyday chemicals
 - 1. Chlorine to bleach clothes
 - 2. Chemicals to kill germs
- D. Fire---causes and prevention
 - 1. Oily rags
 - 2. Where to build a campfire
 - 3. Putting out a campfire
 - 4. Faulty wiring
 - 5. Leaking gas pipes
 - 6. Carelessness around stoves

SCIENCE (continued)

- VI. Concepts of Heat, Light, Sound and Pressure
 - A. Pipes bring us gas and water to use
 - B. Air can come in and go out open windows and doors
 - C. Sound give us messages
 - 1. Whistles, bells, horns
 - 2. Telephone, radio and TV messages
 - D. Some things let more light through than others
 - E. Burning wood, coal, oil or gas keeps us warm in winter
 - F. Hydraulic and air pressure
- VII. Concepts Regarding Conservation
 - A. Appreciation of wildlife
 - 1. Why have rules for hunting?
 - 2. Helping feed birds in winter
 - B. Recognizing common trees and flowers
 - C. Good Soil is valuable
 - 1. Improving soil fertility
 - 2. Water makes dry land grow things
 - 3. Erosion
- VIII. Concepts of Electricity
 - A. Heat and light come from electricity
 - 1. Light bulb
 - 2. Toaster, electric stove, clocks
 - B. Electricity is dangerous
 - 1. Good and poor conductors
 - 2. Safety precautions
 - 3. Danger of frayed cords - repairing a cord
 - 4. Lightning
- IX. Concepts Regarding Mechanics
 - A. Machines help us to do work easily
 - 1. Use of ramp to lift load
 - 2. A lever increases force
 - 3. A wedge helps to part things
 - B. Wheels help move people and things
 - C. Friction stops moving things - lessened by use of oils and ball bearings
 - D. Care around machinery
 - E. How to use tools safely
 - F. Inventions and improvements

Using a variety of science resource books on the high interest-low vocabulary levels, the teacher can include many of these concepts in unit study. The teacher should be alert to every possibility of encouraging the use of basic skills in reading and numbers in using and adding to information in health, science and social studies, art, music, home economics and shop. It would be impossible to avoid overlapping of content from time to time. This indeed will strengthen the ability to use basic skills and give strongly motivated practice.

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Educational Service Department, 1815 Prairie Avenue, Chicago 16 Illinois: D. C. Heath Company
The service department of this publisher has a mimeographed list of sources of free and inexpensive materials for elementary science. This list is free on request and is most helpful in directing interested people to useful resources.

Aids to Learning catalogue, 5th University Place, New York 3, New York: Creative Playthings, Inc.
This catalogue lists instructional materials for all content subjects.

Imperial Book Company, 519 West Sedgwick Street, Philadelphia 17, Pennsylvania
This company's listings of books and materials are reviewed by the Horn Book and Committees of the American Library Association

Scott, Foresman and Company, Elementary Science Series for grades 1,2,3, Science is Fun, Science is Learning, Science is Exploring

PHYSICAL EDUCATION

Educable mentally handicapped students may not be as mature physically as their own age group. They may not participate in group activities because they are not able to learn the rules of procedure easily and quickly. In many cases, their coordination is not equal to the best of their peers. Wherever practical, however, these students should be integrated with the regular physical education classes. Physical education teachers will need to practice patience, especially in teaching these students the rules. Explanations need to be made in a kindly manner, recognizing that they will have to be repeated time and again. Abiding by rules is important, and these students must be taught to do so.

Certain basic principles of teaching must be observed:

1. It is necessary to begin with simple activities generally competitive in nature; such as: relays, tag games, simple stunts and tumbling activities, then progress to more difficult activities.
2. Emphasis should be placed on activities that hold the children's enthusiasm. When children become enthusiastic about the physical education program, then more formalized activities can be introduced.
3. Do not allow unsuccessful attempts to teach rhythmic activities to deter the continuance of this part of the program. The more experience the children have in this area, the greater is their enjoyment.
4. Some skill activities, such as stunts and tumbling, require the actual manipulation of the child's body by the instructor through the given sequence, before the child can complete the activity.
5. The need for explanation and demonstration of rules and play situations cannot be overemphasized.

Special education teachers and physical education teachers of educable mentally handicapped children are referred to the Teachers' Guide for Health and Physical Education, North Dakota Department of Public Instruction, for a complete health and physical education program.

PHYSICAL EDUCATION FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN

I. Need for Adapted Physical Education

A. Physical Characteristics:

1. Poor motor co-ordination
2. Poor body mechanics
3. Poor visual, kinesthetic and auditory perception
4. Slow comprehension

B. Needs

1. Physical
 - a. Affection
 - b. Needs to be wanted
 - c. Successful participation in group play
 - d. Self discipline
 - e. Improved physical fitness
 - f. Improved body mechanics
 - g. Postural correction
2. Educational
 - a. Learn how to play with children or their own chronological age
 - b. Learn simple and complex games
 - c. Slow and concrete teaching
 - d. Improve social and emotional development
 - e. Learn adherence to rules

Prepared for Education
417, University of N.D.
by Donald J. Harrison,
Seattle Washington under
the direction of Miss Selma
Southwick, D. A. J. Bjork
and used with permission. 1961

II. Organizing the Program

A. Student interest

1. He must participate to his own satisfaction
2. Will probably come to physical education with high interest

B. Nature of the activities

1. Be based upon the children's specific needs and intellectual abilities to learn
2. 60-75 I.Q. may learn more complex skills
3. 50-65 I.Q. can learn basic motor skills
4. Skills should be taught in simple steps
5. Choose games that require little memorization

C. Equipment

1. Primary
 - Large rubber balls - 12" - 20"
 - Wagons
 - Tricycles
 - Scooters
 - Jungle gym
 - Ropes
 - Tumbling mats
2. Intermediate
 - Softballs
 - Bats
 - Footballs-rubber
 - Volleyballs-rubber
 - Soccer ball-rubber
 - Utility ball-12"-16"
 - Basketball-rubber
 - Bases
- Ball inflator
 - Hurdles 12" - 15"
 - Jungle gym
 - Baseball gloves
 - Jump ropes - 6', 7', 8'
 - Tape measure - 50'
 - Tumbling mats
 - Storage cabinet

III. What Physical Education can Contribute

A. PRIMARY

Activity

1. Rhythms
 - Free Movement
 - Ex. How softly can you walk?
 - Can you touch the wall and come back without touching anything else?
 - How tall can you be?
 - How close to the ceiling can you reach?
 - How heavy can you walk?
 - Walk, run, jump, skip, gallop slide, leap to music

Skills Taught

Motor Coordination
Posture

Walking
Reaching
Stretching

Walking
Locomotive skills

Comprehension

Find out how a body moves
Fun and satisfaction in movement
Sharing space with others
Inventing new ways of doing things
Controlling quality of movement
Expressing feeling by movement
Ability to attend and respond to rhythmic sound

2. Dance	Posture	
Informal movement to accompaniment		Ability to attend and respond to rhythmic sound
Ex. Percussion instruments		
Nursery Rhymes	Arm movement	
Poems	Marching	
Recorded music	Varies -	Enjoyment of moving to music
Organized movement	Running	Individual expression
Ex: London Bridge	Jumping	
Jolly is the Miller	Hopping	Feeling for group expression
Farmer in the Dell	Galloping	
Bow Belinda	Walking	Skill in creativity
	Skipping	
3. Games		
Circle Games -		Accepting rules as applying to self
chasing		Adjust to behavior of others
Ex. Drop the Handkerchief	Running	
Duck, Duck	Running	
Goose		Learning running skills
Cat and Rat	Running	
Three Deer	Running	Develops perceptual skills
Animal's Elind Man;s Bluff	Walking	Listening; self discipline
Change All	Running	Learning to share turns
Circle Chase Tag	Running	
Circle Games -		
ball throwing		Eye-hand coordination
Ex. Animal Chase		Co-operation
Dodge Ball		Perceptual dexterity
Ball Bounce		How to play together
Small Group		
Ex. Jump the Creek		Accepting rules as applied to themselves
Chain Tag	Jumping	Adjust to behavior of others
Magic Carpet	Running	First trace of competition
Midnight	Skipping	Develop balance in jumping
Hop Scotch	Running	(except Chain Tag)
	Jumping, Hopping and Posture	Judgment
		Ability to play in free group

Large Group	Walking and various exercises	Develops reaction timing
Follow the Leader	Running and tagging	Alert Thinking
Hill Dill	Running and tagging	Alert Listening
Birds Fly	Running and tagging	Group cooperation
Bird Catcher	Running and tagging	Idea of team play
Mickey Mouse	Running and tagging	Learns about boundaries
Crows and Cranes	Running and tagging	Dependence upon and cooperation with others for success
Red Light	Running, throwing; varies according to activity	Sees himself as a member of a team
Relays	Kicking, running, catching, throwing	Can measure his achievement in relation to others
Simple Team Play	Kicking, running, posture	Develops agility and coordination
Kick Ball	Ball throwing, running	Following rules; realizing there is a penalty for not following them
Soccer Keepaway	Running, throwing, dodging	
Boundary Ball	Throwing, catching	
Bat Ball	Hitting, catching	
Beat Ball		
Newcomb		
Hit, Bounce and Catch		
(Softball)		
4. Self Testing		
Stunts & Tumbling	Body roll on mat	Awareness of developing powers
Log Roll	Hand-feet & Body coordination	Confidence, courage, independence
Forwards Roll	Arm Strengthening	Inventiveness
*Push Ups from Knees	Leg flexion and back bend	Skillfull use of body in space with out contact with other objects
*Bear Walk	Strengthening from hips down	Greater skill in climbing, jumping, swinging, hanging
*Duck Walk	Flexed back	Lessening of frustration
*Elephant Walk	Strengthening shoulders and fingers	Recognizing own ability
*Seal Walk	Arm strengthening	Flexibility and balance
Wheelbarrow	Arm Development	
*Crab Walk	Balance	
*Leap Frog	Balance	
Knee Dip	Agility, coordination	
*Cartwheel	Sliding	
Coffee Grinder	Rolling, agility and security	
Backward Roll	Swinging, hanging, climbing,	
*Jungle Gym	Swinging, hanging, correction jumping	
*Good for postural development		

Mimetics and Story	Plays	Creativeness
Rope jumping	Jumping	Learning stories, poems, etc.
Figure skating	Slidingm walking	Self-expression
Acting out sports	Walking, etc.	Physical ability
Animicry	Crawling, walking	
Song titles	Various activities	
Poems and stories	Various activities	
Gardening	Stooping	
Others		
*Ball bouncing, catching and throwing	Running, throwing, jumping	Recognize ability
Track and Field	Running, throwing, jumping	
Hoops, Hulle, etc	Jumping and twirling	

B. INTERMEDIATE

1. Rhythms

Folk Dance

Minuet

Broom Dance

Seven Step

Kerry Dance

Troika

Jesse Polka

Road to the Island

Hopping, stepping
Skipping, marching
Stepping

Walking

Running, Walking

Walking

Walking

Walking

Square Dance

Grand Square

Virginia Reel

Red River Valley

Take a little Peek

Birdie in the Cage

Heel and Toe Polka

Walking, swinging
Walking, swinging
Walking, swinging

Walking

Walking

Walking

Walking

2. Games

Low organized

Streets & Alleys

The Animal Chase

Speed, running

Sliding, side step

Runningm strength, ball passing Creativity

*Good for postural development and correction

Club Snatch	Running, coordination	Acceptance of all regardless of ability
Prisoner's Base	Running, tagging, thinking	Ability to play in confined areas
Ante Over	Throwing alertness	
Horseshoes	Throwing accuracy	
Overtake Softball	Running, throwing	
Long Base	Running, catching	Judge distance
Ewlays		
*Rope Climbing	Strength, climbing	Speed coordination
Zig Zag Relay	Running, balance	
Skip Rope Relay	Timing, Skipping, hopping, jumping	Timing
Base Running Relay	Running	Improved health
Team Games		
*Soccer Dodgeball	Dodging, kicking	Self discipline in obeying rules
*Kick-ball	Kicking, running, throwing	and developing sportsmanlike
German Batball	Running, throwing	conduct
*Newcomb	Throwing, passing	Strong "we" feeling
Captain Ball	Throwing	
*Volleyball	Volleying, jumping--Rotation	Acceptance of everyone regardless
*Softball	Running, throwing, hitting	Ability to plan team plays
*Touch Football	Blocking, Dodging, throwing	(working as a group)
	kicking, catching	Strength
	Shooting Ball	Endurance
*Basketball Twenty-one		
*Soccer	Kicking, running, blocking	
*Tennis	Volleying, running	
*Speedball	Passing, dodging, blocking	
*Flag Football	kicking	
3. Self Testing		
*Chinning	Lifting	Self evaluation
Rope humping	Skipping, jumping, hopping	Balance
*Distance Soccer		
Kick	Kicking	Taking turns
*Push-ups	Body Lift	
*Head Stand	Flexibility, agility, balance	Good posture
*Cartwheel	Flexibility, running	Follow directions
Jumping	Jumping	
Hand Wrestle	Arm Strengthening	Improved health
*Good for postural development and correction		

Hand Stand	Balance, flexibility	Strength, endurance
Track and Field	Runningm throwing, jumping	Fun
Indian Leg		
Wrestle	Balance	Satisfaction
*Simple Apparatus	Climbing, hanging	Coordination and accuracy
*Ball Throwing	Throwing	
*Rope Climbing	Climbing	
4. Camping and Outing		
*Hiking	Walking	Living and Working together
*Trail Blazing	Walking, stepping	
Fire building		Ability to care for self in out of
(close supervision)	Kinesthetic (Hands)	doors
Wood gathering	Walking, stooping	Knowledge of nature
C. Posture		

Posture is the result of habit of the mind as well as of the body.

The length of the clavicle influence the degree of erectness at which the shoulders will be held habitually by the individual.

A long clavicle will force the shoulder girdle back while a relatively short one will require the scapulae to be forward and will cause the shoulders to be brought forward.

Causes for poor posture are:

1. Poorly balanced diet
2. Environmental conditions
3. Rapid growth
4. Fatigue
5. Mental and emotional tensions
6. Vision and hearing defects
7. Structural and orthopedic defects

To tell if a person has a structural curvature of the spine, have him hang from a chiming bar or have him lie on the floor and see if the curve comes out. If it does come out, work on correcting this. If it does not come out, it is structural.

"Exercise for Scoliosis:

For 'C' curvature to the left; if curve is to the right the exercise should be reversed.

"Mild Exercise:

1. Standing with hands on hips, stretch left arm down at the side and push down hard. Avoid bending body toward left side.
2. Standing, facing the stall (door knob, radiator) bar, stretch left arm forward and grasp the bar. Raise the right arm overhead and stretch.
3. Standing with hands on hips, raise right arm forward, upward, and overhead; the left arm sideward to the shoulder height. Then raise on tip-toe and lift left leg sideward and stretch the whole body. Return on original position.
4. Standing with hands on hips, stretch right arm up overhead and press left hand against ribs at point which forces the spine into the best position.

"Moderate Exercise:

1. Stand with feet slightly apart. Trunk should be inclined forward. Place right hand back of neck, left hand well up against ribs. Bend to left and push it with left hand. Avoid letting right elbow come forward.
2. Standing with hands on hips, charge forward with left foot, keeping right foot back and turned so that sole rests on floor. Raise right arm forward and upward. Stretch left arm back. Do not drop the head. Keep trunk in a line with the rear leg.
3. Standing with hands on hips, charge forward with left foot. Turn right foot and keep it on the floor. Raise right arm forward and upward. Stretch left arm down and back. Bend forward and touch floor with right hand as far out in front of left foot as can be reached. Keep trunk in a line with rear foot.

"Round Shoulders

"Light Exercise

1. Stand with feet slightly apart and fists clenched. Cross the arms in front and fling them upward and backward behind the head.
2. Raise the arms at the sides until they are parallel to the floor. Hold the palms up. Move the arms with moderate speed so the hands describe a small circle backward, downward, and upward.
3. Raise elbow to shoulder level, clasp hands behind neck, pull with each arm resisting the other.

"Moderate Exercise

1. Lying prone, hands clasped behind the back, raise the head and shoulders off the mat. Keep lower back straight.
2. Lying prone, extend arms over head. Raise head, trunk, and arms arching upper back. Keep lower back straight.
3. Interlock fingers behind the lower back (lumbar area). Press elbows down and back, trying to bring elbows together. Head is help up. Do not sway lower back. "1

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*These books found to be especially helpful.

ELECTIVES

The courses which fall into the category of electives in a regular secondary curriculum are of particular importance to educable mentally handicapped children. In this area we find the type of training which is concerned with the recreational and occupational phases of adulthood, such as music, art, home economics and shop. In the elementary school this course material is usually part of the regular curriculum. Children in special classes may often attend regular classes in these areas.

MUSIC

The basic objective in music should be of a recreatory nature, enjoyment and appreciation. Accomplishment in music should include:

1. Singing simple songs which will be used in life - folk songs, patriotic songs.
2. Singing in harmony should not be required but might become an objective, depending upon ability.
3. Music appreciation should certainly include exposure to certain classics which are excellent for listening to develop sensitivity for different moods and feelings.
4. Rhythm work should be given for muscular coordination and recreation - marching, games and dances.
5. Listening skills to recognize instruments and familiar songs.
6. Playing simple musical instruments.
7. Integration in regular chorus and band wherever possible at older elementary and secondary levels.

MUSIC FOR SLOW-LEARNING CHILDREN

by Ruth E. Lawrence
Fargo Public Schools

- I. A well-balanced music program contains experiences in:
 - A. Singing, listening, bodily movement to the rhythm and "feeling" in music and dramatizing. Some of these children show ability, also, to understand simple basic music concepts, such as distinguishing between high and low, fast and slow, soft and loud, sad and happy, etc.
- II. General values of music for all children, but especially, slow learners: it touches their emotional, intellectual, spiritual, social and physical resources. It is difficult to say that a music experience is one or the other of these, for they all overlap in so many respects.

Music for Slow Learning Children (continued)

- A. The wide variety gives children plenty of opportunities to "shine"
 - 1. Each child will find some area where he can feel successful and know that he is successful (emotional) This makes him feel worthwhile and adds to his self-confidence. For example: the child who "feels" march rhythm and is able to march fairly well to march music.
 - B. Music is most enjoyable and best learned in a social situation. Many show-learners, as well as, so-called, normal children, have been alone most of their pre-school life; many want to be alone; many do not know how to get along with others; many do not know how to make friends; many have not learned consideration for others because they have had no adult example, etc.
 - 1. When the considerate teacher gradually increases the opportunities for children to know one another better through group music experiences, they not only increase their musical sensitivity by learning from one another, but their successes seem to help them feel happier and to improve in other classroom areas (social, emotional, spiritual, intellectual)
 - 2. Learning about music requires self-discipline, which, when children develop it, they become more self-controlled and self-reliant (emotional, intellectual and spiritual)
 - C. Music is a change of pace during a busy school day. Frequent use of some kind of music experience several times during the day not only brings relaxation but also relief from tension (emotional, spiritual, physical)
- III. Specific values of each aspect of a well-balanced music program
- A. Singing: being able to sing alone and with others seems to bring
 - 1. a feeling of accomplishment
 - 2. a more interesting voice (inflections and tone quality)
 - 3. an increasing vocabulary of meaningful words; improved diction.
 - B. Listening to music: focused listening seems to
 - 1. sharpen listening so that more is heard and understood
 - 2. stimulate thinking and concentration
 - 3. encourage discussion, planning with others and some ability to organize.

Music for Slow Learning Children (continued)

- C. Bodily movement to the rhythm and "feeling" in music seems to
 - 1. help children gain control of their often uncoordinated bodies
 - 2. help them develop poise--a nice--looking body helps children to take pride in themselves and their appearance
 - 3. help them become discerning (Example: many feel good when they can distinguish between music that "sways" and music that "gallops"
 - 4. rhythm is the "heart beat" of music. Just as the heart organ regulates the physical body, the child who discerns a "beat" in music seems to develop more ability to react with his own heart.
- D. Dramatizing. This is of utmost importance because it touches on all needs of children: intellectual, creative, physical, emotional, spiritual and social. When children develop their ability to dramatize songs they sing to music they hear, it seems to
 - 1. help them think, plan and organize
 - 2. help them, through make-believe, to take their minds off themselves and their worries. This seems especially true when they act out animals
 - 3. help them become creative through use of their own ideas and imaginations.

IV. Suggestions for presenting a good music learning experience to slow-learners

- A. A good music lesson is planned as carefully as for "normal" children
- B. The teacher's expectations for their grasp of music will be realistic.
 - : She must not expect them to master a body of abstract facts, such as music reading symbols, but rather she will provide them with many rich, varied, exploratory experiences. She will watch them carefully so that they do not become discouraged or frustrated.
- C. Each experience will be happy and satisfying, yet it will challenge the children according to the teacher's assessment of their prevailing (or present) needs, interests, capacities. Yes, slow-learning children do possess and show musical talents! Many run, march, and gallop, for example, in perfect rhythm; some show ability in playing the piano; many can plan little music programs with their teachers; many sing beautifully; many can memorize perfectly several stanzas of a song.

Music for Slow Learning Children (continued)

- D. The teacher must watch the children's span of interest carefully, so as not to "wear out" their interest or cause them to become "bored"--once interest wanes, the teacher will provide a new activity. Several experiences of a few minutes' duration bring excellent musical results.
- E. The teacher must watch the children's physical reactions. Some children tire easily, others do not know their physical limitations and work too long. No activity should ever overtax any child.
- F. The teacher will know and put into practice basic laws of learning:
 - 1. Just as reading is learned by reading, singing is learned by singing
 - 2. Learning occurs through constant review in varied, interesting dress
 - 3. Learning occurs in contact with other people--we learn from others, they learn from us
 - 4. Learning occurs when people can focus on a goal. It is every teacher's duty to help children know where they are going, why they want to "go", how they will get there and when they have arrived; the teacher will help them establish way-stations along the way, so that both she and the children can stop, take stock, and see what progress has been made.
- V. Suggestions for choosing music materials (songs, records, books, experiences, etc.)
 - A. Music materials and experiences should be chosen when the teacher has become thoroughly acquainted with the children in her class. Naturally, all the children will have their individual needs, interests and capacities, so she will have to choose accordingly.
 - B. Besides her own knowledge of what has "worked" for her, she might seek help and suggestions from her colleagues, consultants and through professional conferences and personal reading.
 - C. Unless records (and other materials) have been recommended by colleagues who have used them with slow-learners, it is usually unwise to choose haphazardly by titles or from catalogs. Unfortunately, catalog titles are often attractive, but misleading as to children's level of accomplishment or maturity as recommended in the catalog. This holds true for all teachers who choose music materials particularly records. Catalogs give suggestions, but unless teachers can procure the selections they are interested in "on approval", it seems unwise to purchase sight unseen.

Music for Slow Learning Children (continued)

- D. Pre-purchase listening also give opportunity for the teacher to judge the singer's performance. Questions to keep in mind: 1) is (she) singing in tune? 2) is he free of poor singing traits, such as slurring or "swooping" down or up? 3) does he sing the words clearly so that the children can hear the "story" in the song? 4) does he seem to bring out the accent and beat well enough that it can be grasped? These are only a few suggestions--you, who work with slow-learners, will undoubtedly think of even more appropriate questions by which to evaluate records.

It is suggested, then, that teachers try to take a little time from their full, busy schedules to listen to each record so as to feel sure that the record is really worth while in so far as it fits children's needs, interests, maturity levels and understanding. Unless records advance children's general and musical growth, within the above descriptions, they are useless and the money spent, wasted.

- VI. A short list of materials which we have found usefull in Fargo Music books, rhythm instruments, records, etc., as all educational materials these days, are expensive. Most school work on a limited budget. If textbooks are ordered directly from the publishers, there is usually a small discount which is not true, of records. For that reason we order records in 45s and 33-1/3s for they cost less and take less space to store than 78s; also, they are of higher fidelity.

TEXTBOOKS, ALBUNS & RECORDS FOR YOUNG SLOW-LEARNERS. Prices net and approximate.

American Book Co., 251 E. Ohio Street Chicago 11, Ill.	"Music for Young Americans"	-Kindergarten	
	Teachers Book		\$3.72
	"Music for Young Americans"	-Kindergarten	
	Album 33-1/3		\$11.25
"	"Music for Young Americans"	-1st Grs. Teacher	
	Book		\$3.81
"	"Music for Young Amerizans"	-1st Gde. Teacher:	
	Album 33-1/3		\$14.85
"	"Primary Music" (soft & loud concepts -		
	a record		\$3.33
"	"Primary Music, High and Low"	-2 records	\$3.33
"	"Primary Music, Rhythm"	-2 records	\$3.33
"	"Rhythm Band Patterns: - Vol. I -		
	2-10" records		\$3.33
"	"Rhythm Band Patterns" - Vol. II-		
	3-10: records		\$4.95

Music for Slow Learning Children (continued)

Bowman Records

4921 Santa Monica Blvd.	"Singing Fun" - Book for Teachers	\$2.25
Los Angeles 29, Calif.	Album of Songs from Singing Fun	78 \$6.95
"	"Songs of Home, Neighborhood, Community"	
	album	78 \$6.95
"	"Fun With Music" - Listening, Rhythms	
	album	\$6.95
"	"Listening Time #3" - sounds p, r, s, etc	
	album	78 \$5.95
"	"Rhythm Time" - walk, run, skip, tiptoe, etc.	
	album	\$5.95
"	"Play Party Games" Album #1 (3-10"records)	\$5.95
"	"Nursery and Mother Goose Songs" (3 records)	78 \$4.95
"	"Little Favorites" - (3 records of 16 songs)	78 \$4.95

C.C. Birchard Co.	"Our First Music" (from a singing School) -	
Boston, Mass.	Teachers Book	\$4.50
	Album for "Our First Music" - We-94-RCA	
		45 \$5.85

Follett Co.	"Music Round the Clock"-K-1 level Teachers	
1010 W. Washington	Book of Songs	\$1.50
Chicago 7, Ill.	Album #31 and Album #32 for above	ea. \$4.05
	Music, Rhythms and Games" #08100 (book)	\$1.00

Ginn and Co.	"The Kindergarten Book" Teachers Books and	
205 Wacker Drive	Guide	\$4.41
Chicago 6, Ill.	Album K and Album k-B (5 records ea.) for	
	above	78 \$6.00
"	"The First Grade Book" Teachers Book	
	(same guide as K above)	\$3.72
"	Albums 1-A, 1-B, 1-C (4 records each)	78 \$5.00

Silver Burdett Co.	"Music Through the Day"-Book for Teachers	\$3.30
4700 Chase Ave.	Album of 10 records for above	78 \$12.50
Chicago 30, Ill.	"Music In Our Town"-Gr. 2 book and Album of	
	10 records	\$15.70

SINGLE RECORDS WHICH MAY BE ORDERED FROM ANY MUSIC STORE

America's Favorite Marches-Cities Service Band of America	2-7"	
		45 \$2.45
A Visit to my Little Friends-CRG 1017-Listening, participation,		
	rhythm	45 \$1.05
A Hunting We Will Go - Cap. 1482	"	78 \$.85
Carrot Seed - CRG 1003 - Story about growing vegetables		45 \$1.05

Music for Slow Learning Children (continued)

Cowboys and Indians - WBY 24 - Songs, body movement, drama	45	\$.49
Do This, Do That - CRG 1040 - American folk songs, basic rhythms	78	\$1.24
Ensie-Beensie Spider - CRG 1002-Finger play, game, rest and		
	rhythm	45 \$1.05
Golden Treasury of Mother Goose - BR 12 - Childcraft	78	\$1.25
Hooray, Today is Your Birthday - YPR 222-Songs, participation,		
	rhythm	78 \$1.25
I Wish I Were - CRG 1006 - Encourages imagination	78	\$1.25
I Am A Circus -CRG 1028 - Children can imagine they are circus		
		78 \$1.25
Let's Have a Rhythm Band - Col. J-4-167 - Listening, imitation,		
	playing	45 \$1.05
Little Gray Ponies - YPR 735 - Listening, imitations, rhythms	45	\$1.05
Let's Play Zoo - YPR 802 - Imitation of animals, creating own		
	ideas	78 \$1.25
Marches for Children - Pickwick C-14 - Listening, feeling rhythm,		
	march	45 \$.49
My Playful Scarf - CRG 1019 - Creative participation, rhythm	78	\$1.25
My Playmate, The Wind - YPR 4501 - Creative participation, rhythm		
		45 \$1.05
Music Time with Charity Baily - Listening, rhythm, singing		
	make-up	33 1/3 \$4.25
Peter Cottontail - Col J-4-719 - Listening, recalling,		
	dramatizing	45 \$.49
Sunday in the Park - CRG 1010 - Walking, stretching, rolling,		
	running	78 \$1.25
Trains and Planes-YPR 706 - Creative, rhythm, participation	78	\$1.25

Two excellent books helpful to teachers in learning about Music Education "Music and the Classroom Teacher", J. L. Mursell, 1952, Silver Burdett Co., \$3.20; and "Guiding Children's Growth Thru Music", McMillan, 1959, Gill Co., \$3.75.

ARTS AND CRAFTS

The basic objective in the arts should be to stimulate self-expression. These students should be taught to appreciate the beauties in nature and man's handiwork and to appreciate their surroundings. Accomplishments should be in a variety of media so that they can discover their own capacities in the arts and crafts. This is also an area where integration into regular art or crafts classes and clubs is highly recommended.

Illustrative, expressive or graphic art should be a part of every experience unit in the classroom. Art is peculiarly adapted to the unit approach. It should provide a means of self-expression and an informal gauge of the child's understanding which will be helpful to the teacher in knowing her students better and in finding out how successfully the child has assimilated the ideas and concepts presented in the unit.

ART TIPS

1. The classroom is uncluttered. No fillers, copies, or commercial decorations are displayed.
2. Original work of each child is displayed, however crude it may be.
3. Creative activities show variety in material and expression.
4. Creative art should be experiences rather than art lessons.
5. The role of the teacher in creative art is one of inspiring, setting the stage and making materials available. He has the power and influence to release creativeness within each child.
6. Motivate through observation, field trips, and reading.
7. Each child should have a completely original and different answer.
8. Expression in the life of every child is the purpose of art education. Not to make artists.
9. Don't judge child's art by adult standards.
10. Avoid anything that calls for a set problem for everyone to work at in the same way.
11. Experimentation for the sake of finding new ways, and new uses is the basic part of creative art.
12. Full use of children's experiences and sensory powers as a part of the learning process is of prime importance.
13. Give children a chance for creative expression in art by handling art materials.
14. Encourage children to express themselves and not mimic the teachers techniques.

Suggested art with simple materials:

- Crayon (talking about colors, which denote quiet, rest, mystery, excitement, gayety, etc.)
- Crayon (using flat sides, make swirls, lines, loops, etc.)
- Crayon etching (using two colors, coating the first with the second, scraping the second off in designs or pictures exploring the first)
- Three line design (draw three lines, color the sections made in different colors)
- String design (Moisten 18" string with glue, let string drop to paper, allow to dry, color within the designs made by the string)
- Scribble design (a continuous, intersecting line on the paper will produce many shapes and sections to be colored, or children may wish to look for pictures in the lines)
- Translucents (using brown paper, india ink, crayon and mineral oil, make a stained glass window effect)
- Abstracts (sounds offer stimulus for imaginative experience)
What colors do you think of when you listen to special music?
- Experience drawings (draw things the class has seen or done)
- Frieze or mural painting
- Stencil
- Scribble art (damp construction paper with chalk design)
- Batik (use a bright crayon design such as dots, lines or intersecting continuous lines. Paint over with black tempera.)
- Scatter paint
- Blots (A blob of tempera on center fold of paper. Press. Develop the designs further with crayon)
- Tempera and Starch - Cheap and good for finger or sponge painting. Use discarded grocery window signs. This is heavy and glossy paper. Free.
- Christmas cards, gifts, tree decorations.
- Paper bag masks
- Potato printing
- Self portraits

Alschuler and Hattwick, Painting and Personality, Vol. I, A Study of Young Children, Chicago, Illinois: The University of Chicago Press, 1947.
While this is a study of young children, the findings are a valuable clue to understanding emotional climate of children.

Baranski, Matthew, Graphic Design, A Creative Approach, Scranton, Pa.: International Textbook Co., 1960.

D'Amico, Victor, Creative Teaching in Art, revised edition, Scranton, Pa.: International Textbook Co., 1955. Discusses the child as painter, sculptor, designer and craftsman.

de Francesco, Italo L., Art Education: Its Means and Ends. New York: Harper and Brothers, 1957.
This material is background to a consideration of a "Philosophy of art education for a democratic society. It discusses methods, programs in action and the administration of art education programs. It provides the broadest treatment of art education yet undertaken.

Erdt, Margaret H. Teaching Art in the Elementary School. New York: Rinehart and Company, 1954

Gaitskell, Charles D., Children and Their Art Methods for the Elementary School. New York: Harcourt, Brace & Co., 1958.

Gaitskell, Charles and Margaret, Art Education for Slow Learners, Peoria, Ill.: Charles A. Bennett Co., Inc.

Gaitskell, Charles and Margaret, Art Education in the Kindergarten, Charles A. Bennett Inc., Peoria, Illinois

Gregg, Harold, Art for the Schools of America, Scranton, Pa. International Textbook Company

Hagen, Estelle and Christense, Ethel M., Children's Art Education, Peoria, Ill.: Charles A. Bennett Co., 1957.
This book presents actual examples of classroom teaching. Basic concepts are: (1) permissive atmosphere, (2) stimulation, (3) guidance, (4) acceptance, (5) developmental levels, and (6) evaluation.

Jaeger, Ellsworth, Easy Crafts, New York: The Macmillan Co., 1952

Keller, Mansfred L., Art in the Schoolroom. Lincoln, Nebr: University of Nebraska Press.
A creative approach to the teaching of art which opens the way for a guidance-minded teacher.

Logan, Frederick M., Growth of Art in American Schools. New York: Harper and Brothers, 1955.
Documents the change in art from frill to essential. What was once considered a frill is now a basic part of the education of citizens of a democracy and an integral part of the school program, particularly at the elementary school level.

Lowenfeld, Viktor, Creative and Mental Growth, New York: The Macmillan Company

Lowenfeld, Viktor, Your Child and His Art. New York: The Macmillan Company, 1954.
Answers the many questions which parents ask about the art work of children and many of the questions which teachers raise. Considers questions relating to the characteristics of children's art at various age levels.

Roberts, Catherine. The Real Book About Making Dolls and Clothes. Garden City, New York: Garden City Books.

Wickiser, Ralph L., An Introduction to Art Education, Yonkers-on-Hudson, New York: World Book Company, 1957.

Arts and Activities, The Teacher's Arts and Crafts Guide. 8150 North Central Park Avenue., Skokie, Illinois: The Jones Publishing Company.
\$6.00 per year magazine, monthly. Contains annually a spring buyers guide.

Art Education for the Mentally Handicapped, Sisters of St. Francis, 3195 South Superior Street, Milwaukee 7, Wisc.: Cardinal Stritch College, Special Education Department.

Teacher's Guide in Art, Bismarck, N. Dak., North Dakota Department of Public Instruction.

The Young Craftsman and What To Make, Popular Mechanics Press, Chicago, Illinois: Popular Mechanics Company.
A new volume each year of both titles.

Bruce Publishing Company, Milwaukee 1, Wisconsin,
Making Useful Things of Wood
Modern Book Ends
Games You Can Make and Play
Amateur Handcraft
Rustic Construction

Periodicals:

Grade Teacher - Darien, Connecticut
The Instructor - F. A. Owens Publishing Co, Danmsville, N.Y.
School Arts - Davis Press Inc.
Pack-O-Fun - 14 Main St., Park Ridge, Illinois

Art Supplies:

The Handicrafters, Waupun, Wisconsin
Milton Bradley Company, 74 Park St., Milwaukee 3, Wisc.
American Art Clay Company, 4714 W. 16th St., Indianapolis 24, Indiana
American Crayon Company, Division of Jos. Dixon Crucible Co., 1706 Hayes Ave., Sandusky, Ohio
Cushman and Denison Manufacturing Company, 625 8th Ave. New York 18, New York
Dennison Manufacturing Company, 300 Howard St., Framingham, Massachusetts
F. Weber Company, 1220 Buttonwood St., Philadelphia 23, Pennsylvania
Local Stores - Lumber yards - drapery shops - hobby shops

Wherever feasible, the shop should be made available to educable mentally handicapped students. Integration should not be attempted where the normal class load is above twenty. Basic instruction must be centered around the safe use of shop tools. Most of the shop work should be with hand tools with emphasis on the kinds of skill needed to complete simple projects and make home repairs.

The seventeen and eighteen year-olds might be accommodated with advanced job placement. This type of training should be integrated with the normal shop class.

For the most part, shop class for educable mentally handicapped students will be limited to hand woodworking. Where facilities and materials are available, the program should be expanded to the crafts in plastics and leather in particular.

The skillful teacher will soon be able to determine what students should do the machine tool work for others who have not demonstrated their ability to operate machines safely.

Some of the educable mentally handicapped will demonstrate considerable skill in the art of woodwork. They should be allowed to progress as far as they can. Those who achieve high skills should be integrated into the regular class. The others should follow a skills program. The skills and understandings which should be developed under a skills program are as follows:

1. Provide a general knowledge of the woodworking industry.
2. Teach the proper use of woodworking tools and materials. The teacher will need at least one text such as General Woodworking by Frylund and LaBerge, which illustrates the proper use of tools. This skill is very important. The educable mentally handicapped cannot be expected to attain any degree of skill until they know how to handle tools properly.
3. It is reasonable to expect a degree of skill in wood-working. Skills will not be developed unless they are taught and certain standards are set and maintained. A brief Analysis of Hand Woodwork (figure 2) shows some of skills which can be taught through certain typical jobs.
4. The educable mentally handicapped student needs opportunities for self-expression and should therefore be allowed to draw up his own plans for projects in addition to certain required projects.
5. A special education class in woodworking has ideal situations for teaching group safety as well as safety of the individual.
6. The shop class should set pride in good workmanship as its goal. Regular shop classes are often organized so that responsibilities are delegated to students. This practice should be encouraged for educable mentally handicapped students as well. There could be a shop superintendent. Some types of foremen who could be appointed are: (1) tool foreman; (2) equipment foremen; (3) clean-up foremen; (4) safety foremen or engineer.

Provided by Donald Van Bremer

How To	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Read a working drawing or pattern	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Layout project	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3. Smoothly unfinished surface	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4. Gauge lines with marking gauge	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5. Saw to a straight line	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6. Plane a surface	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7. Plane an edge	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8. Square up stock	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9. Plane end grain	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10. Saw a curved line	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11. Fasten with screws	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12. Make a butt joint	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13. Bore a hole	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14. Countersink holes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15. Plane a chamfer	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Fig. 1.
Analysis of Hand Woodwork
Based on Operations

Woodworking Bibliography

Frylund, V. C., and LaBerge, A. J., General Shop, Bench Woodworking, McKnight and McKnight Publishing Co., Bloomington, Ill. (\$1.60)

Gives fundamentals of woodworking. Written especially for the inexperienced woodworker, therefore, would serve as a good handbook for the teacher and the illustrations and diagrams are very effective for pupil instruction. Some typical units: "Reading a Working Drawing", "Ordering Lumber from your Dealer", "Your Tools", "Sharpening Edge Tools", "Driving and Drawing Nails", "Our Common Woods", etc. Strictly for the beginner.

Moore, Wm. and Cynar R. Fun With Tools, New York: Random House Inc., 1957.

For beginners in woodworking. Good illustrations, information is clearly stated, and project "step by step" directions easy to follow. Gives precise instructions on the use and care of the basic woodworking tools, and tells how to make things from wood.

Lewis, Roger, Woodworking. New York: Alfred A. Knopf, Inc. 1952. (44 pages)

Book for beginners. Content: Tools and equipment; What to make. Information well written and easy to understand at 4th grade level.

Hammett, Catherine T. and Horricks, Carol M. Creative Crafts for Campers. Association Press, 291 Broadway. New York, N. Y.

Especially valuable for outdoor program. Materials for the projects described can be found abundantly in nature.

Dubin, Sidney, Kap-Stik Projects, Kap-Pak Products. Chicago 10, Illinois.

Describes in detail fifteen Kap-Stick projects. Elementary and inexpensive projects.

HOMEMAKING

Certain basic knowledge and skills, such as neatness in personal appearance, cleanliness and safety in the home will be useful for educable mentally handicapped of both sexes. Other skills to be developed will be determined by the individual needs of each.

As with certain boys in the shop program, certain girls should be integrated into the regular homemaking classes. Under such an arrangement certain basic principles apply: Most important, 1) educable mentally handicapped pupils should be treated as much like normal pupils as possible 2) they should not be babied, 3) there should be homework when necessary, 4) students must have things repeated to them often. Repetition of information and tasks is an effective teaching technique with these pupils.

A program in home economics for educable mentally handicapped pupils should include the following skills and understandings:

- A. Social etiquette
 - 1. good grooming
 - 2. personal hygiene
 - 3. courtesy and good manners
 - 4. table setting
 - 5. table manners
- B. Home care and management
 - 1. money and simple money management in household budgeting
 - 2. purchasing for themselves and their homes
 - 3. cleanliness in the home
 - 4. furniture arrangements
 - 5. color in the home
 - 6. first aid, home safety and home nursing
 - 7. child care
- C. Nutrition
 - 1. the four basic food groups
 - 2. daily food requirements
 - 3. what food does for our bodies
 - 4. menu planning
 - a. breakfast - quick breads, eggs, cereal, beverages
 - b. lunches - soup, salads, hot dishes, sandwiches
 - c. dinner - yeast breads, vegetables, meats, desserts
 - 5. mixes
- D. Sewing
 - 1. sewing equipment
 - 2. the basic hand-sewing skills
 - a. knitting, embroidery, handwork
 - b. hemming
 - c. basting
 - 3. use of sewing machine
 - 4. cloth - a. sources b. use
 - c. care of clothes and care of shoes

- E. Home and Family Living
 - 1. social and family relationships
 - 2. home nursing
 - 3. child care
- F. Employment in Home Service
 - 1. child care as employment
 - 2. availability of jobs associated with homemaking
 - 3. making application for jobs
 - a. where to apply
 - b. how to apply
 - c. being responsible on the job

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NEA, Department of Home Economics, The Slow Learner in Homemaking Educ.

A Guide for Developing a Homemaking Curriculum in High Schools in North Dakota. 1950 State of North Dakota, Department of Public Instruction. A guide for the teacher which gives the goals for each lesson, suggested teaching experiences and evaluation techniques.

Fleck, Fernandes, and Munves; Exploring Home and Family Life Prentice Hall Incorporated, 1959, A good text.

Hatcher and Andrews: Adventuring in Home Living, Book I D. C. Heath Co., 1959 Revision. A good text using story form to present life situations and aid in the discussions.

Mayer, Jane; Getting Along in the Family, Bureau of Publications, Teachers College, Columbia University, New York City. 60¢

Neisser, Edith G., The Money - Faces of Money, Human Relations Aids, 104 E. 25th St., New York 10, N. Y.

Materials, Charts, pamphlets and booklets are available from the following sources:

National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

International Celucotton, 919 N. Michigan Ave., Chicago 11, Ill.
"You're a Young Lady Now"

Personal Products Corporation, Milltown, N. J.
"Sally, Mary and Kate Wondered"

Occu-Press, 489 5th Ave., New York 17, N. Y.
Socio-Guidrama Series, "Too Young To Date"
and other titles 50¢

Metropolitan Life Insurance Co., New York, N. Y.
"Understanding Your teenager"

North Dakota State Wheat Commission, 201 E. Front Ave.,
Bismarck

Wheat Flour Institute, 309 W. Jackson Blvd., Chicago 6, Ill.

American Institute of Baking, 400 E. Ontario St., Chicago, Ill.

Red Cross Safety and Home Nursing, First Aid
The American National Red Cross, Washington, D. C.

DRIVER EDUCATION

Special education pupils should be included in driver training courses. The special class teacher should determine when the student possesses the reading skill, emotional stability and judgment necessary to take the behind-the-wheel driving course designed to make the pupil eligible for a driver's license.

It is well to remember that most of these pupils will eventually drive cars and that here, as in other areas of their education, the information and practices they learn well will tend to stay with them throughout their driving years.

The driver's manuals will become a part of the classroom study material when the pupils are ready for this phase of their education.

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Tripp, M. Fern; I Want a Driver's License, Dinuba High School, Dinuba, California, 1959

Tripp, M. Fern, Reading for Safety: Common Signs of Community Service & Safety, Dinuba High School, Dinuba, California, 1958

Safety and Driver Education for North Dakota High Schools, Department of Public Instruction, Bismarck, North Dakota

North Dakota DRIVER GUIDE, North Dakota Highway Patrol, North Dakota Highway Department, Bismarck, North Dakota